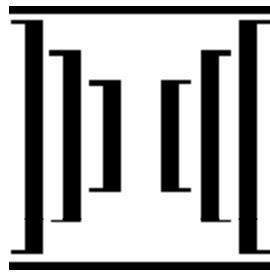


A
Matter
of
Facts

The North Carolina
Community College System
Fact Book

1997



North Carolina Community College System

A Matter of Facts

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Community College System
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North Carolina Community College System
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Preface

The North Carolina Community College System Fact Book is a yearly publication providing authoritative data on the status of the entire System. The targeted audience is primarily decision-makers and planners dependent on timely information for the success of their endeavors.

However, the Fact Book is an excellent reference and point of entry for anyone researching the N.C. Community College System.

As stated, the Fact Book is an annual, implying the flexible nature of its content. Any questions or suggestions, concerning the content, purpose, or format of the Fact Book should be directed to
Brenda Splawn,
Research Technician,
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Section I: Introduction

Purpose	2
History.....	4
Programs	7
Governance	8
Funding	10
NCCC Foundation	11
Service Area Assignments	13
Statewide Plan.....	17
Map	19

Section II: Program Briefs

Technical/Vocational Curriculum Programs	22
Academic Curriculum Programs	23
Accrediting Agencies of Curriculum Programs	25
Basic Skills	26
Occupational Extension	27
Community Service.....	28
Human Resources Development Program	29
Educational Network (NC–EDNET)	30
Training for New and Expanding Industries	32
Focused Industrial Training Centers	34
Small Business Centers	35
In-Plant Training Program.....	37
Job Training Partnership Act	38
Carl Perkins Act	40
Correctional Education	41
Proprietary Schools Licensure	43
Fire and Rescue Training Services	44
 The North Carolina Center for Applied Textile Technology	 45

Section III: Finance/Facilities/Equipment

Overview of Community College Budget Process	48
Source of Funds	50
Disposition of Funds	51
Description of State Level Expenditures	52
Regular Program Cost by Purpose	53
Average Cost Per FTE by Institution	54
Facilities/Equipment	56
Off-Campus Facilities	57

Section IV: Student Data

Curriculum Enrollment by Program Area	62
Extension Enrollment by Program Area	62
Curriculum FTE by Program Area	63
Extension FTE by Program Area	63
Enrollment by Age Groups	64
Enrollment by Employment Status	64
Enrollment by Race	65
Enrollment by Sex	65
Enrollment by Residency Status	66
Enrollment by Day/Evening Status	66
Curriculum Enrollment by Credit Hours	67
Student Completions by Programs	68
Student Enrollment by College (Unduplicated Headcount)	72
Average Annual FTE by College	74
Average Annual FTE by Program Area and Total, 1991-92 through 1995-96	76
Average Annual Unduplicated Headcount by Program Area and Total, 1991-92 through 1995-96	77
Annual Curriculum and Extension Enrollment by Race, Sex, Day or Night, Employment Status and Residency, 1991-92 through 1995-96	78
Annual Curriculum Enrollment by Credit Hour Load, 1991-92 through 1995-96	78

Section V: Staff/Faculty Data

1996-97 Full-Time System Totals by Position Category	80
1996-97 Full-Time System Totals by Position Category by Race, by Sex	80
1996-97 Full-Time System Totals by Position Category by Years of Service	81
1996-97 Full-Time System Totals by Position Category by Education Level	82
1996-97 Full-Time System Totals by Position Category by Months of Employment	82

Appendixes

Glossary	84
State Board of Community Colleges	88
Community College Presidents	90
Community College System Office	93

<i>INTRODUCTION</i>	<i>PAGE</i>
Purpose	2
History	4
Programs	7
Governance	8
Funding	10
NCCC Foundation	11
Service Area Assignments	13
Statewide Plan	17
Map	19

OUR PURPOSE

Support of economic growth and prosperity through education was the underlying concept in the development of the Community College System. All of the institutions in the North Carolina Community College System offer vocational/technical training and basic education to prepare adults for the job market. In addition, a majority of institutions offer the first two years of a baccalaureate program.

The mission of the System has been defined in the North Carolina General Statutes (115D):

. . .the establishment, organization, and administration of a system of educational institutions throughout the state offering courses of instruction in one or more of the general areas of two-year college parallel, technical, vocational, and adult education programs. . .

The law further states that:

The major purpose of each and every institution operating under the provisions of this Chapter shall be and shall continue to be the offering of vocational and technical education and training, and of basic, high school level, academic education needed in order to profit from vocational and technical education, for students who are high school graduates or who are beyond the compulsory age limit of the public school system and who have left the public schools.

The statutory mission statement serves to keep the System focused on vocational and technical education. It also specifically mandates provision of basic academic education for adults through the high school level. These programs—vocational and technical education, and basic academic education for adults—have priority status because of their specific place in the statutory mission statement.

The mission directs the System to serve adults and other persons who have left the public schools and are beyond compulsory school age. This definition provides the background for development of policies governing the institutions' relationship to the public schools.

It is the statutory mission statement from which the "working mission statement" derives. It is the working mission statement which focuses the Community College System's resources by responding to contemporary societal issues. Legitimized by the State Board of Community Colleges, the working mission dynamically mobilizes our abilities to concentrate on current concerns.

The Working Mission Statement

The mission of the North Carolina Community College System is to open the door to opportunity for individuals seeking to improve their lives and well-being by providing:

- Education, training and retraining for the workforce, including basic skills and literacy education, occupational and pre-baccalaureate programs.
- Support for economic development through services to business and industry.
- Services to communities and individuals which improve the quality of life.

Adopted by the State Board of Community Colleges, October 1993; revised March 1994, April 1994.

HISTORY

In the years following World War II, North Carolina began a rapid shift from an agricultural to an industrial economy. With that change came an awareness that a different kind of education was needed in the state. People who did not desire a four-year baccalaureate education nevertheless had the need for more than a high school diploma.

In 1950, the State Superintendent of Public Instruction authorized a study of the need for a system of tax-supported community colleges. The resulting report, by Dr. Allan S. Hurlburt, was published in 1952. It proposed a plan for development of state-supported community colleges. In 1957, the General Assembly adopted the first Community College Act and provided funding for community colleges.

The same (1957) General Assembly also provided funding to initiate a statewide system of industrial education centers. These centers were to train adults and selected high school students in skills needed by industry. By 1961, there were five public junior colleges emphasizing arts and sciences and seven industrial education centers focusing on technical and vocational education.

The need to coordinate these two post-high school education systems led Governor Terry Sanford to appoint the Governor's Commission on Education Beyond the High School (Irving Carlyle, chair). In 1962, this commission recommended that the two types of institutions be brought into one administrative organization under the State Board of Education and local boards of trustees. The resulting unified Community College System would provide comprehensive post-high school education.

In May 1963, the General Assembly, in line with the Carlyle Commission report, enacted into law G.S. 115A (later changed to 115D), which provided for the establishment of a Department of Community Colleges under the State Board of Education and for the administration of institutions in the Community College System. There were then 20 industrial education centers, six community colleges (three of which became four-year schools in 1963), and five extension units.

By 1966, there were 43 institutions with 28,250 full-time equivalent (FTE) enrollments. In 1969, there were 54 institutions with 59,329 FTE. The System had grown rapidly, exceeding ten percent annually nearly every year until the late 1970s. In 1974-75, growth reached the 33 percent mark. The System continues to grow in enrollments nearly every year, but by much more modest margins. The number of institutions has not increased since Brunswick Community College became the 58th in 1978.

The original legislation placed the Community College System under the purview of the State Board of Education and created a State Department of Community Colleges. In the early years of the System, the State Board of Education Chair was Dallas Herring; David Bruton succeeded him in 1977.

In 1979, the General Assembly changed the state control of the System. Provision was made for a separate State Board of Community Colleges. The Board was appointed and organized in 1980, and met several times with the State Board of Education. The new Board assumed full responsibility for the System on January 1, 1981. The Board's first chairperson was Duke Power company executive Carl Horn. He was succeeded in 1983 by John A. Forlines, president of the Bank of Granite and then William F. Simpson in 1989. The current chair is Lt. Governor Dennis A. Wicker since 1993.

In 1988, the North Carolina Community College System celebrated its 25th anniversary, recognizing that in its first quarter century of service, the System had emerged as the nation's third largest community college network, educating millions of students during its 32-year history and employing thousands of faculty and staff.

In November of 1987, the State Board established the Commission on the Future of the North Carolina Community College System. The 23-member, blue ribbon panel of business, civic and education leaders was charged with establishing a systemwide agenda for policy and action over the next 25 years. The resulting Commission on the Future report, released in 1989, outlined 33 recommendations for action and change. All 33 recommendations have been adopted by the State Board and the General Assembly, and a strategic implementation plan, the Educational Blueprint, has been developed.

STATE BOARD OF COMMUNITY COLLEGES GOALS AND OBJECTIVES

Upgrading Training and Retraining/ "World-Class Workforce"

- Update Vocational and Technical Curriculums
- Expansion of Tech Prep and Apprenticeships
- Increased access to day care

Eliminating Illiteracy

- Update in technology
- Intensify recruitment of students
- Volunteer program

Small Business

- Expand awareness of start-up and sustaining business education programs
- Increase coordination of small business service and support

Accountability and Standards

- Outcome-based measurements
- Efficiency in services

The Community College System Office has had five presidents: I. E. Ready (1963–1970), Ben E. Fountain, Jr. (1971–1978), Larry J. Blake (1979–1982), Robert W. Scott (1983–1994), and Lloyd V. Hackley (January 1995–present). Charles R. Holloman served in an acting capacity from September 1978 to July 1979. The Community College System became fully separate from the Department of Public Instruction in all matters, including fiscal affairs, when the new State Board assumed its full powers in January 1981.

PROGRAMS

The North Carolina Community College System offers a comprehensive range of educational programs to meet the needs of local communities for higher academic education, employment skills, basic educational skills, job retraining, personal growth and development, and community and economic development. These programs are organized under several broad categories.

Curriculum programs offer credit courses leading to certificates, diplomas, or degrees. These may be technical, vocational or academic. The majority of the more than 1,900 programs offered are technical, with particular emphasis on associate in applied science degrees in business and office skills, nursing and allied health, engineering technologies, transportation technologies, and technical industrial occupations. There are also a significant number of trade and industry programs leading to certificates or diplomas in such areas as construction trades, machine and metalworking occupations, industrial maintenance occupations, etc. Arts and Science and general education programs provide academic courses parallel to the first two years of a baccalaureate degree.

Each of the colleges also offers instruction in basic academic skills and instructional support. Programs include Adult Basic Education (K–8 basic literacy skills), Adult High School and GED programs (9–12 academic preparation), developmental studies courses to prepare students to master collegiate level coursework, individualized learning laboratories, and other programs.

A third broad category of programs is continuing education. These non-credit courses may be occupational, academic, or avocational in nature. Some are offered as a categorically funded community service. Others are designed to upgrade occupational skills and are funded through enrollment driven formulas (see Finance).

Because of the unique character of community colleges, student services programs play an especially important role in the life of the colleges. Students receive academic, personal and career counseling services, special assessment and placement assistance, help in transition to work and job development, and a variety of other services which are essential to the success of the instructional programs.

Finally, there is a broad effort in specialized programming, often targeting the economic development of the community. The New and Expanding Industry Program, the Focused Industrial Training Centers, and the Small Business Center Network all provide direct consulting and custom training to business and industry to promote their success. The Human Resources Development and Job Training Partnership Act Programs provide services and training specifically targeted to the unemployed and disadvantaged. A variety of other programs connect the colleges uniquely to the needs and aspirations of their communities.

GOVERNANCE

The state of North Carolina has assigned the 58 public community colleges and the N.C. Center for Applied Textile Technology to the State Board of Community Colleges. The Board has full authority to adopt all policies, regulations and standards it may deem necessary for operation of the System. The North Carolina Community College System Office serves as a resource agency and an administrative arm of the State Board.

The State Board is responsible solely for the Community College System and is not under the domain of any other board or commission. Members of the State Board are selected by the Governor and the General Assembly. The Board's membership should reflect the population of the state in terms of race, age, sex, ethnic origin, economic and social background, and the geographical distribution of the state. Members represent business, industry, education, and government.

The Board consists of 20 members. The Lieutenant Governor and the State Treasurer are ex officio members. The Governor appoints 10 members, four from the state at large and one from each of the six trustee regions. Four are elected by the Senate and four more by the House. Terms are staggered and expire every odd-numbered year. No person may be appointed or elected to more than two consecutive terms of six years.

The Board meets at least ten times per year to evaluate the recommendations of the North Carolina Community College System, to set policy for the System, and to oversee its operation. Members elect a board chair to serve as the Board's leader, spokesperson, and presiding officer. The Chair is responsible for projecting the public image of the Board and providing positive leadership.

The North Carolina Community College System, headed by the System President, provides state-level administration and leadership of the Community College System under the direction of the State Board of Community Colleges.

The State Board has three major functions: (1) equitable distribution of funds and fiscal accountability, (2) establishing and maintaining state priorities, and (3) educational program approval and accountability. Through the exercise of its authority in these areas, the Board can recommit the System to existing policies or alter the direction of the System through changes in policy.

As part of its administrative function, the System Office provides support services for the various program offerings such as nursing, agriculture, and business. The System President's staff assists staff at the colleges by helping to develop and implement curriculums and other programs, and by providing technical assistance in a range of areas. The System Office provides other services for the System that would be difficult for an individual institution to initiate, such as statewide data collection.

At the local level, each of the colleges operates under a board of trustees. Each board is composed of a minimum of twelve citizens from the service area in which the college is located. The president or chairman of the executive board of the student body serves as an ex officio member. Local board members are appointed for staggered four-year terms. Four members each are elected by the local school board and the board of commissioners of the county in which the institution is located. Four members are appointed by the governor.

The board of trustees sets local policy. The local board selects and the State Board must approve selection of each college's president. The president operates the college within state policies and policies adopted by the local trustees. Administrative decisions, such as employment of faculty members, are made by the president. All personnel employed at the colleges are employees of the college and not of the state of North Carolina.

FUNDING

By law, the State Board of Community Colleges is responsible for providing funds to meet the financial needs of the colleges in accordance with the policies and regulations of the Board. The State Board has delegated authority to the local trustees to disburse the funds within these policies and regulations.

Sources of funding include state, federal, and local government as well as tuition. For 1996–97 the tuition rate is \$13.25 per credit hour and \$185.50 maximum tuition charge per quarter for in-state students. For out-of-state students, the tuition is \$107.50 per credit hour and \$1,505.00 maximum charge per quarter.

State funds may be used by community colleges for current operating expenses, equipment, library books, acquisition of land and capital construction.

Local funds must be used for operating and maintaining the plant or to supplement any state budget item.

The percentages of funding origination for 1996-97 are as follows:

State	72.6%
Local	12.8%
Tuition	9.5%
Federal.....	3.0%
Other2.1%

These funds are deposited into the State Treasury. The largest portion is allocated to the colleges based on a formula adopted by the State Board. This formula is stated in Section 2D.0300 of the North Carolina Administrative Code (APA). Other funds are appropriated by the legislature and federal government for special purposes.

The State Board allocates the funds to the local boards of trustees which are responsible for using these funds in accordance with State Board policies and state and federal laws and regulations.

It is the intent of the System to minimize the out-of-pocket expense to students. For that reason, tuition is kept as low as possible. In addition, state and federal aid is provided by grants, loans, and scholarships. Many private companies have established scholarship funds at the local and state level.

The Community College System Office audits the enrollment records of the colleges, and the State Auditor's office audits their financial records.

North Carolina's fiscal year runs from July 1 to June 30. Unless otherwise specified, all funds not expended during that period revert to the general treasury and are available to the Legislature for reappropriation.

THE NORTH CAROLINA COMMUNITY COLLEGES FOUNDATION, INC.

The Need

The System relies primarily on state, local, and federal governmental units and tuition/fees for both operating and capital investment funds. In the early years of the System's history, traditional funding sources were adequate. During the 1970s and 1980s, increased competition for state and local funds, inflation, the need to update programs and equipment, and demographic changes eroded the System's financial base of support.

As the System matured, all 58 community colleges established private foundations (503)(c)(3) for the purpose of raising funds from private sources to support a variety of activities and local projects.

The Community College System also realized a need to attract support from large companies and corporations whose presence in North Carolina is pervasive and not related to any particular college. Thus, the NCCCF was established as an avenue to large donors who depend on the Community College System for many of their employees. It is important to note that the NCCCF is not a competitor with local institutional foundations. Rather it is a resource to be used in increasing local support.

The Foundation Purposes

The North Carolina Community Colleges Foundation, Inc. was chartered on September 11, 1986 as a nonprofit charitable corporation and has a 501(c)(3) designation by the Internal Revenue Service. A board of directors manages the foundation.

The purposes of the foundation are to:

- Support the mission of the Community College System and to foster and promote the growth, progress, and general welfare of the System.
- Support programs, services, and activities of the Community College System which promote the mission of the System.
- Support and promote excellence in administration and instruction throughout the System.
- Foster quality in programs and encourage research to support long-range planning in the System.

- Provide an alternative vehicle for contributions of funds to support programs, services, and activities that are not being funded adequately through traditional resources.
- Broaden the base of the Community College System's support.
- Lend support and prestige to fund raising efforts of the institutions in the System.
- Communicate to the public the System's mission and responsiveness to local needs.

Fund Development Goals

The Board of Directors seeks funds to enhance:

- Educational assistance for students
- Professional development for faculty, staff, and administration
- Educational program improvement
- Instructional equipment
- Research programs
- Public relations
- Special initiatives and projects

Contributions

The foundation receives contributions of:

- Cash gifts
- Common stock and other securities
- Life insurance
- Funds honoring individuals during life
- Memorial gifts
- Annuity trusts
- Property and/or land with provision to use for duration of life
- Donations by will
- Individual Retirement Accounts
- Other methods used by donors to meet specific situations

SERVICE AREA ASSIGNMENTS

Philosophy

Service areas were established in order to control the offering of courses by a community college in specific geographic areas. The assignments do not regulate or establish attendance areas. Citizens may enroll in any course at any college they choose.

Purpose

The purpose of service area assignments is to assign specific geographic areas for all colleges; thereby, assigning the authority and responsibility for providing courses in a county other than the one in which the college is located. The assignments also include a coordination procedure, whereby a college may offer courses in another college's service area when there is mutual consent and written agreement. (Section 2C.0100, North Carolina Administrative Code)

COLLEGE	SERVICE AREA (See Special Provisions 1–7, p. 16)
Alamance CC	Alamance ³
Anson CC	Anson, Union Consortium ⁶
Asheville-Buncombe TCC	Buncombe, Madison
Beaufort County CC	Beaufort, Hyde, Tyrell, Washington ⁷
Bladen CC	Bladen
Blue Ridge CC	Henderson, Transylvania
Brunswick CC	Brunswick
Caldwell CC & TI	Watauga, Caldwell
Cape Fear CC	New Hanover, Pender
Carteret CC	Carteret
Catawba Valley CC	Alexander, Catawba ⁵
Central Carolina CC	Chatham, Harnett, Lee

COLLEGE	SERVICE AREA (See Special Provisions 1–7)
Central Piedmont CC	Mecklenburg
Cleveland CC	Cleveland
Coastal Carolina CC	Onslow
College of The Albemarle	Camden, Chowan, Currituck, Dare, Gates Perquimans, Pasquotank
Craven CC	Craven
Davidson County CC	Davidson, Davie ⁴
Durham TCC	Durham, Orange
Edgecombe CC	Edgecombe
Fayetteville TCC	Cumberland
Forsyth TCC	Forsyth, Stokes
Gaston College	Gaston, Lincoln
Guilford TCC	Guilford
Halifax CC	Halifax, Warren (Townships of Fishing Creek, River, Roanoke, and Judkins), Northampton (Townships of Gaston, Oconeechee, Pleasant Hill, and Seaboard)
Haywood CC	Haywood
Isothermal CC	Polk, Rutherford
James Sprunt CC	Duplin
Johnston CC	Johnston
Lenoir CC	Greene, Lenoir, Jones
Martin CC	Martin, Bertie, (Townships of Indian Woods, Merry Hill) Washington ^{1, 7}
Mayland CC	Mitchell, Avery, Yancey
McDowell CC	McDowell

COLLEGE	SERVICE AREA (See Special Provisions 1–7)
Mitchell CC	Iredell ^{4, 5}
Montgomery CC	Montgomery
Nash CC	Nash
Pamlico CC	Pamlico
Piedmont CC	Person, Caswell ³
Pitt CC	Pitt
Randolph CC	Randolph
Richmond CC	Richmond, Scotland
Roanoke-Chowan CC	Hertford, Bertie (Townships of Colerain, Mitchells, Roxobel, Snakebite, Whites, and Woodville), Northampton (Townships of Jackson, Kirby, Rich Square, Roanoke, and Wiccacanee) ¹
Robeson CC	Robeson
Rockingham CC	Rockingham ³
Rowan-Cabarrus CC	Cabarrus, Rowan ²
Sampson CC	Sampson
Sandhills CC	Hoke, Moore
Southeastern CC	Columbus
Southwestern CC	Jackson, Macon, Swain
Stanly CC	Stanly, Union Consortium ^{2, 6}
Surry CC	Surry, Yadkin
Tri-County CC	Cherokee, Clay, Graham
Vance-Granville CC	Vance, Franklin, Granville, Warren (Townships of Smith Creek, Nutbush, Sandy Creek, Shocco, Hawtree, Warrenton, Six Pound, and Ford)

COLLEGE	SERVICE AREA (See Special Provisions 1–7)
Wake TCC	Wake
Wayne CC	Wayne
Western Piedmont CC	Burke
Wilkes CC	Alleghany, Ashe, Wilkes
Wilson TCC	Wilson

Special Provisions

1. Bertie County is divided between Roanoke-Chowan CC and Martin CC as stated in the service area assignments. In the case of offering courses within the town or township of Windsor, Martin CC has exclusive authority for offering curriculum and adult basic education courses, and both Martin CC and Roanoke-Chowan CC are authorized to offer other continuing education courses.
2. Cabarrus County is assigned to Rowan-Cabarrus CC, which is authorized to offer all courses.
3. Caswell County is assigned to Piedmont CC which is authorized to offer all courses in Caswell County.
4. Davie County is assigned to Davidson County CC which is authorized to offer all courses in Davie County.
5. Catawba Valley CC is authorized to continue offering the furniture training program at the Iredell Prison Unit. This exception shall be re-examined periodically by the System President with his findings reported to the State Board.
6. Union County is assigned to both Anson CC and Stanly CC. The existing consortium (agreement) between the two institutions shall be used in providing service in Union County.
7. Martin CC is authorized to offer in Washington County all adult basic education, adult high school/GED, fire training and emergency medical training and in-plant training.

STATEWIDE PLAN

The first statewide plan, "Planning for Our Future" was adopted by the State Board in April 1988. The plan includes a revised mission statement and goals and objectives. State Board members, community college presidents and trustees, faculty and administrators from the colleges, and staff of the Community College System all participated in the plan's development. The plan was updated in 1990 and 1992 and was used as the basis for budget requests in 1991 and 1993.

To secure citizen participation in planning for the System, a 23-member Commission on the Future of the North Carolina Community College System was created in 1988. Its report, *GAINING THE COMPETITIVE EDGE*, is the basic planning document for the next six years. The document contains 33 recommendations which have far-reaching implications for community colleges.

College-Level Planning

In September each college submits an institutional effectiveness plan, which is reviewed at the System Office and submitted to the State Board. The State Board adopted guidelines for biennial institutional plans, with annual updates, as required by the General Assembly. Major elements of the guidelines include:

- A statement of institutional purpose consistent with the mission of the North Carolina Community College System.
- A statement of educational needs of the service area, including the characteristics of the people and businesses to be served.
- A projection of long-range needs in the areas of personnel, facilities, and equipment.
- A description of the accomplishments of the college in addressing college-level goals from the previous year's institutional effectiveness plan, include substantiating data.
- An evaluation of the college's progress in addressing System level goals.
- A statement of institution goals and objectives with emphasis on educational outcomes—where appropriate goals should be cross-referenced to System goals.

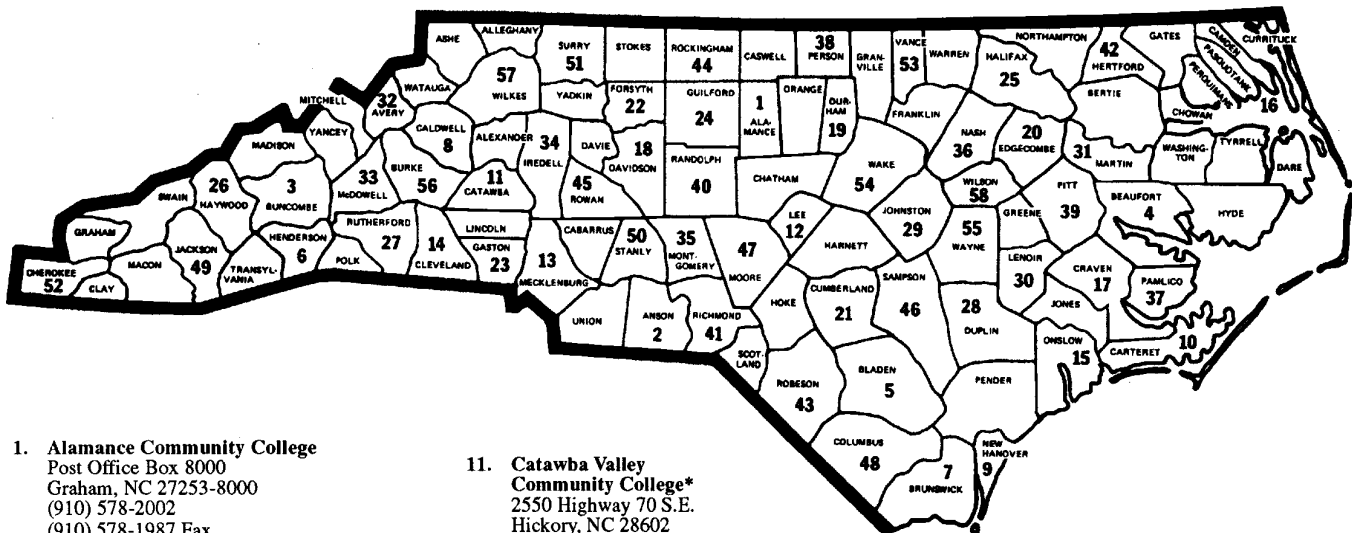
- A section on institutional diversity.
- A technology plan.
- A description of the institution's procedures for planning and evaluation.

Critical Success Factors

The State Board has adopted critical success factors to measure the performance of the System. The seven factors were developed from the Statewide Plan and the Commission's report. They are: Student Success, Resources, Access, Education Continuum, Workforce Development, Community Services, Program Management/Accountability. Data are being collected on 33 measures of progress toward success as indicated by the factors. An initial report, presenting five years of data, was presented to the State Board and General Assembly in April 1990. Annual reports have been submitted each April.

The North Carolina Community College System

19



1. **Alamance Community College**
Post Office Box 8000
Graham, NC 27253-8000
(910) 578-2002
(910) 578-1987 Fax
2. **Anson Community College***
Post Office Box 126
Polkton, NC 28135
(704) 272-7635
(704) 272-8904 Fax
3. **Asheville-Buncombe Technical Community College***
340 Victoria Road
Asheville, NC 28801
(704) 254-1921
(704) 251-6355 Fax
4. **Beaufort County Community College***
Post Office Box 1069
Washington, NC 27889
(919) 946-6194
(919) 946-0271 Fax
5. **Bladen Community College**
Post Office Box 266
Dublin, NC 28332
(910) 862-2164
(910) 862-3484 Fax
6. **Blue Ridge Community College***
College Drive
Flat Rock, NC 28731
(704) 692-3572
(704) 692-2441 Fax
7. **Brunswick Community College***
Post Office Box 30
Supply, NC 28462
(910) 754-6900
(910) 754-7805 Fax
8. **Caldwell Community College and Technical Institute***
1000 Hickory Boulevard
Hudson, NC 28638
(704) 726-2200
(704) 726-2216 Fax
9. **Cape Fear Community College***
411 N. Front Street
Wilmington, NC 28401
(910) 251-5100
(910) 763-2279 Fax
10. **Carteret Community College***
3505 Arendell Street
Morehead City, NC 28557
(919) 247-6000
(919) 247-2514 Fax
11. **Catawba Valley Community College***
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Hickory, NC 28602
(704) 327-7000
(704) 327-7276 Fax
12. **Central Carolina Community College***
1105 Kelly Drive
Sanford, NC 27330
(919) 775-5401
(919) 775-1221 Fax
13. **Central Piedmont Community College***
Post Office Box 35009
Charlotte, NC 28235
(704) 330-2722
(704) 330-5045 Fax
14. **Cleveland Community College***
137 S. Post Road
Shelby, NC 28150
(704) 484-4000
(704) 484-4036 Fax
15. **Coastal Carolina Community College***
444 Western Boulevard
Jacksonville, NC 28546
(910) 455-1221
(910) 455-7027 Fax
16. **College of The Albemarle***
Post Office Box 2327
Elizabeth City, NC 27906-2327
(919) 335-0821
(919) 335-2011 Fax
17. **Craven Community College***
800 College Court
New Bern, NC 28562
(919) 638-4131
(919) 638-4232 Fax
18. **Davidson County Community College***
Post Office Box 1287
Lexington, NC 27292
(910) 249-8186
(910) 249-0088 Fax
19. **Durham Technical Community College***
1637 Lawson Street
Durham, NC 27703
(919) 686-3300
(919) 686-3412 Fax
20. **Edgecombe Community College***
2009 W. Wilson Street
Tarboro, NC 27886
(919) 823-5166
(919) 823-6817 Fax
21. **Fayetteville Technical Community College***
Post Office Box 35236
Fayetteville, NC 28303-0236
(910) 678-8400
(910) 484-6600 Fax
22. **Forsyth Technical Community College***
2100 Silas Creek Parkway
Winston-Salem, NC 27103-5197
(910) 723-0371
(910) 761-2399 Fax
23. **Gaston College***
201 Highway 321 South
Dallas, NC 28034-1499
(704) 922-6200
(704) 922-6440 Fax
24. **Guilford Technical Community College***
Post Office Box 309
Jamestown, NC 27282
(910) 334-4822
(910) 454-2510 Fax
25. **Halifax Community College***
Post Office Drawer 809
Weldon, NC 27890
(919) 536-2551
(919) 536-4144 Fax
26. **Haywood Community College***
1 Freedlander Drive
Clyde, NC 28721
(704) 627-2821
(704) 627-3606 Fax
27. **Isothermal Community College***
Post Office Box 804
Spindale, NC 28160
(704) 286-3636
(704) 286-1120 Fax
28. **James Sprunt Community College***
Post Office Box 398
Kenansville, NC 28349-0398
(910) 296-1341
(910) 296-1636 Fax
29. **Johnston Community College***
Post Office Box 2350
Smithfield, NC 27577
(919) 934-3051
(919) 934-2823 Fax

* Offers College Transfer Curriculum Program

North Carolina Community College System
Lloyd V. Hackley, System President
(919) 733-7051



Caswell Building, 200 W. Jones Street
Raleigh, NC 27603-1379
Fax (919) 733-0680

11-96

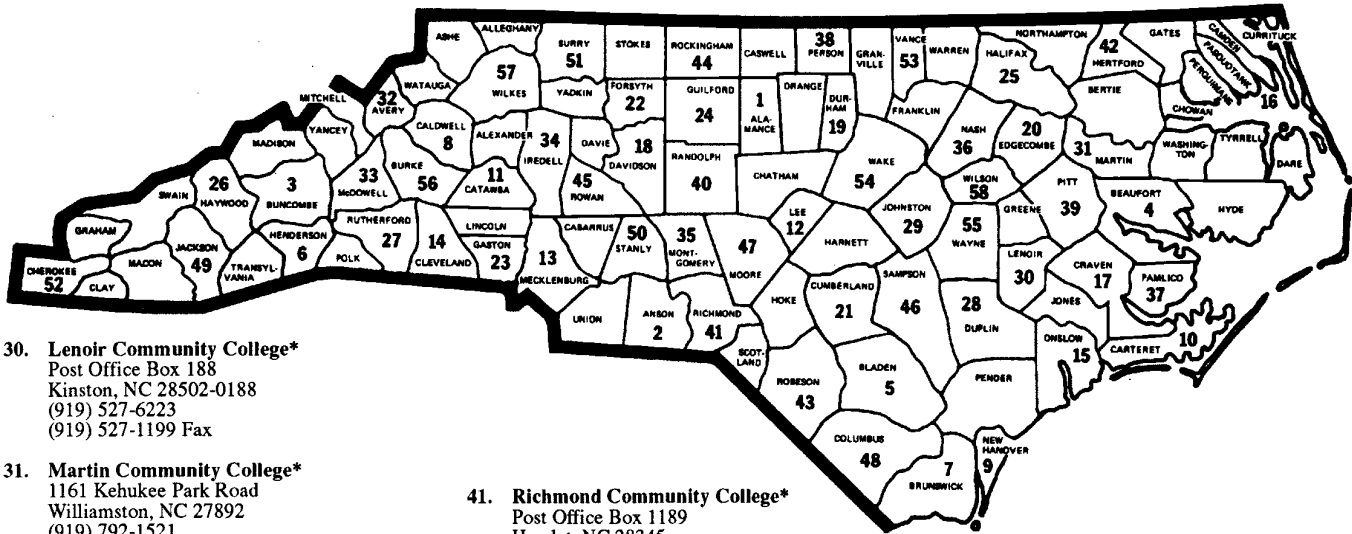
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AFFIRMATIVE ACTION/EQUAL OPPORTUNITY EMPLOYER

The North Carolina Community College System

20



30. **Lenoir Community College***
Post Office Box 188
Kinston, NC 28502-0188
(919) 527-6223
(919) 527-1199 Fax

31. **Martin Community College***
1161 Kehukee Park Road
Williamston, NC 27892
(919) 792-1521
(919) 792-4425 Fax

32. **Mayland Community College***
Post Office Box 547
Spruce Pine, NC 28777
(704) 765-7351
(704) 765-0728 Fax

33. **McDowell Technical Community College***
Route 1, Box 170
Marion, NC 28752
(704) 652-6021
(704) 652-1014

34. **Mitchell Community College***
West Broad Street
Statesville, NC 28677
(704) 878-3200
(704) 878-0872 Fax

35. **Montgomery Community College***
Post Office Box 787
Troy, NC 27371
(910) 576-6222
(910) 576-2176 Fax

36. **Nash Community College***
Post Office Box 7488
Rocky Mount, NC 27804-7488
(919) 443-4011
(919) 443-0828 Fax

37. **Pamlico Community College***
Hwy. 306 South
Grantsboro, NC 28529
(919) 249-1851
(919) 249-2377 Fax

38. **Piedmont Community College***
Post Office Box 1197
Roxboro, NC 27573
(910) 599-1181
(910) 597-3817 Fax

39. **Pitt Community College***
Post Office Drawer 7007
Greenville, NC 27834
(919) 321-4200
(919) 321-4401 Fax

40. **Randolph Community College**
Post Office Box 1009
Asheboro, NC 27204-1009
(910) 633-0200
(910) 629-4695 Fax

41. **Richmond Community College***
Post Office Box 1189
Hamlet, NC 28345
(910) 582-7000
(910) 582-7028 Fax

42. **Roanoke-Chowan Community College***
Route 2, Box 46-A
Ahoskie, NC 27910
(919) 332-5921
(919) 332-2210 Fax

43. **Robeson Community College***
Post Office Box 1420
Lumberton, NC 28359
(910) 738-7101
(910) 671-4143 Fax

44. **Rockingham Community College***
Wentworth, NC 27375
(910) 342-4261
(910) 349-9986 Fax

45. **Rowan-Cabarrus Community College***
Post Office Box 1595
Salisbury, NC 28145-1595
(704) 637-0760
(704) 637-3692 Fax

46. **Sampson Community College***
Post Office Box 318
Clinton, NC 28328
(910) 592-8081
(910) 592-8048 Fax

47. **Sandhills Community College***
2200 Airport Road
Pinehurst, NC 28374
(910) 692-6185
(910) 692-2756 Fax

48. **Southeastern Community College***
Post Office Box 151
Whiteville, NC 28472
(910) 642-7141
(910) 642-5658 Fax

49. **Southwestern Community College***
447 College Drive
Sylva, NC 28779
(704) 586-4091
(704) 586-3129 Fax

50. **Stanly Community College***
141 College Drive
Albemarle, NC 28001
(704) 982-0121
(704) 982-0819 Fax

51. **Surry Community College***
Box 304
Dobson, NC 27017
(910) 386-8121
(910) 386-8951 Fax

52. **Tri-County Community College***
2300 Highway 64 East
Murphy, NC 28906
(704) 837-6810
(704) 837-3266 Fax

53. **Vance-Granville Community College***
Box 917
Henderson, NC 27536
(919) 492-2061
(919) 430-0460 Fax

54. **Wake Technical Community College***
9101 Fayetteville Road
Raleigh, NC 27603
(919) 662-3400
(919) 779-3360 Fax

55. **Wayne Community College***
Caller Box 8002
Goldsboro, NC 27533-8002
(919) 735-5151
(919) 736-3204 Fax

56. **Western Piedmont Community College***
1001 Burkemont Avenue
Morganton, NC 28655
(704) 438-6000
(704) 438-6015 Fax

57. **Wilkes Community College***
Post Office Box 120
Wilkesboro, NC 28697
(910) 838-6100
(910) 838-6277 Fax

58. **Wilson Technical Community College***
Post Office Box 4305-Woodard Station
Wilson, NC 27893
(919) 291-1195
(919) 243-7148 Fax

**North Carolina Center for Applied
Textile Technology** (in Gaston County)
Post Office Box 1044
Belmont, NC 28012
(704) 825-3737
(704) 825-7303 Fax

* Offers College Transfer Curriculum Program

North Carolina Community College System
Lloyd V. Hackley, System President
Phone (919) 733-7051



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<i>PROGRAM BRIEFS</i>	<i>PAGE</i>
Technical/Vocational Curriculum Programs	22
Academic Curriculum Programs	23
Accrediting Agencies of Curriculum Programs	25
Basic Skills	26
Occupational Extension	27
Community Service	28
Human Resources Development Program	29
Educational Network (NC–EDNET)	30
Training for New and Expanding Industries	32
Focused Industrial Training Centers	34
Small Business Centers	35
In-Plant Training Program	37
Job Training Partnership Act	38
Carl Perkins Act	40
Correctional Education	41
Proprietary Schools Licensure	43
Fire and Rescue Training Services	44
 The North Carolina Center for Applied Textile Technology	 45

TECHNICAL/VOCATIONAL CURRICULUM PROGRAMS

The North Carolina Community College System offers over 1,904 technical and vocational curriculum programs leading to certificates, diplomas and degrees under 281 titles.

Technical degree programs account for 1,326 of these (191 titles) and lead to the associate in applied science degree. A full-time student can typically complete these programs in two years (6-8 quarters). In addition to technical major coursework, these programs require a minimum of 18 quarter credit hours in general education (English, social science and humanities) and approximately 24–36 quarter credit hours in related courses (foundation courses in mathematics, science, and other related subjects).

Vocational programs account for 578 of the occupational curriculums under 90 titles. These programs lead to a certificate or diploma and can be completed by a full-time student in one to four quarters. Vocational programs require up to 12 quarter credit hours (typically six) in general education and 12–18 quarter hours credit in related courses.

Certificate programs may consist of major courses from either a technical or vocational program and are usually 18 or more quarter hours credit in length.

In 1995–96 the System initiated 55 new vocational and technical curriculum programs and terminated 71. These programs are established on the basis of local or regional labor market need and student demand. Each is approved by the State Board of Community Colleges through a regular program approval process at the request of a college. The curriculum application process requires colleges to use a regional approach in planning and offering programs or to provide documentation of extenuating circumstances. Curriculums are designed by the college with input from advisory committees of employers and practitioners, but the design must be consistent with a general framework established through the curriculum standards. Under a policy adopted by the State Board in 1994, each of these programs must be reviewed by the college annually with regard to enrollment and cost, student progress, achievement and outcomes, and employer satisfaction.

Many of the programs are of regional interest and 93 of the programs are offered by only one college in the System. Offerings are documented in a systemwide catalog and chart.

ACADEMIC CURRICULUM PROGRAMS

College level academic courses have been a part of the mission and programming of the North Carolina Community College System from its inception in 1963. Currently, 51 of the fifty-eight colleges are authorized to offer autonomous college transfer programs leading to associate in arts, associate in science or an associate in fine arts degrees. These degrees are fully transferable to most baccalaureate level colleges and universities. From time to time, the State Board of Community Colleges entertains proposals from additional colleges in the System to offer this program. These proposals are evaluated in terms of the need for the program, student demand for the program, the college's capacity to support a quality program, and the potential impact of the program on other colleges in the region.

The associate in general education degree is offered by 32 of the colleges. While this program is generally designed for the academic enrichment of students who may not seek to transfer, many of the courses in the program transfer through articulation agreements with senior colleges. Seven of the colleges maintain this degree (or the college transfer degree) under contract with a senior college.

CC—COMMUNITY COLLEGE TCC—TECH. COM. COLL. TI—TECHNICAL INSTITUTE	GENERAL EDUCATION (G-020)	CONTRACTS WITH SENIOR INSTITUTIONS	COLLEGE TRANSFER
Alamance CC	T	UNC—Greensboro	
Anson CC	T		T
Asheville–Buncombe TCC			T
Beaufort County CC	T		T
Bladen CC	T	UNC—Wilmington	
Blue Ridge CC			T
Brunswick CC	T	UNC—Wilmington	T
Caldwell CC & TI			T
Cape Fear CC	T		T
Carteret CC		ECU—Greenville	T
Catawba Valley CC			T
Central Carolina CC	T		T
Central Piedmont CC	T		T
Cleveland CC	T		T
Coastal Carolina CC			T
College of The Albemarle	T		T
Craven CC	T		T
Davidson County CC			T
Durham TCC	T		T

CC—COMMUNITY COLLEGE TCC—TECH. COMM. COLL. TI—TECHNICAL INSTITUTE	GENERAL EDUCATION (G-020)	CONTRACTS WITH SENIOR INSTITUTIONS	COLLEGE TRANSFER
Edgecombe CC			T
Fayetteville TCC	T		T
Forsyth TCC			T
Gaston College			T
Guilford TCC	T		T
Halifax CC			T
Haywood CC	T		T
Isothermal CC	T		T
James Sprunt CC	T		T
Johnston CC			T
Lenoir CC			T
Martin CC	T		T
Mayland CC	T		T
McDowell TCC	T		T
Mitchell CC			T
Montgomery CC	T		T
Nash CC			T
Pamlico CC	T	ECU–Greenville	T
Piedmont CC			T
Pitt CC			T
Randolph CC	T	UNC–Greensboro	
Richmond CC			T
Roanoke-Chowan CC		ECU–Greenville	T
Robeson CC	T		T
Rockingham CC	T		T
Rowan–Cabarrus CC			T
Sampson CC	T		T
Sandhills CC	T		T
Southeastern CC			T
Southwestern CC	T		T
Stanly CC			T
Surry CC			T
Tri-County CC	T		T
Vance-Granville CC			T
Wake TCC	T		T
Wayne CC			T
Western Piedmont CC	T		T
Wilkes CC			T
Wilson TCC	T		T

ACCREDITING AGENCIES OF CURRICULUM PROGRAMS

Accreditation Review Committee on Education for Surgical Technology
American Association of Medical Assistants
American Association Radiologic Technology
American Association for Respiratory Care
American Bar Association
American Board of Funeral Service Education
American Dental Association
American Health Information Management Association
American Institute of Banking
American Medical Association
American Occupational Therapy Association
American Physical Therapy Association
American Society of Cytology
American Society of Hospital Pharmacies
Association of Surgical Technologists
Automotive Service Excellence
Board of Nephrology Examiners, Nurses and Technologists
Commission on Accreditation of Allied Health Education Programs
Commission on Opticianry Accreditation
Committee on Veterinary Technician Education and Activities
Federal Aviation Administration
Joint Review Committee on Education in Cardiovascular Technology
Joint Review Committee on Education in Diagnostic Medical Sonography
Joint Review Committee on Education in Radiologic Technology
Joint Review Committee on Educational Programs for the EMT–Paramedic
Joint Review Committee on Educational Programs in Nuclear Medicine Technology
Joint Review Committee for Respiratory Therapy Education
National Accrediting Agency for Clinical Laboratory Sciences
National League for Nursing
North Carolina Board of Nursing*
North Carolina Criminal Justice Education and Training Standards Commission
North Carolina Office of Emergency Medical Services
North Carolina Real Estate Commission
North Carolina Real Estate Licensing Board
North Carolina State Board of Cosmetic Arts
North Carolina State Board of Embalmers
North Carolina State Board of Mortuary Science*
North Carolina Substance Abuse Certification Board*
Society of American Foresters
Southern Association of Colleges and Schools
Southern Organization of Human Service Educators*
Technology Accreditation Commission/Accreditation Board for Engineering and Technology

**Gives approval not accreditation.*

BASIC SKILLS

One of the primary missions of the Community College System is to offer educational opportunities for adults 16 years of age and older who are out of school. The System provides educational opportunities through five major literacy components, consisting of 14,197 classes located at work sites, churches, community centers, schools, libraries, sheltered workshops, prisons and the community college campuses.

Adult Basic Education (ABE)—A program of basic skills for adults, 16 years of age or older and out of school, who function at less than a high school level.

General Educational Development (GED)—A program of instruction designed to prepare adult students to pass the GED tests that lead to a high school diploma equivalency.

Adult High School (AHS)—A program of instruction offered cooperatively with local public school systems to help students earn an Adult High School Diploma.

English as a Second Language (ESL)—A program of instruction to help adults with limited or no English language proficiency.

Compensatory Education (CED)—A program of instruction for adults who have mental retardation, the purpose of which is to provide basic and life skills necessary to attain a level of independence commensurate with their ability.

ENROLLMENT

YEAR	ESL	ABE	AHSP	GED	CED	TOTAL
1991–92*	–	77,005	20,955	29,258	8,137	125,660
1992–93*	–	79,358	20,481	29,461	7,989	126,267
1993–94•	14,567	63,957	16,753	22,854	7,172	125,303
1994–95•	15,484	61,219	15,622	21,650	6,970	120,945
1995–96+	18,361	59,899	12,103	21,242	6,222	127,263

* Programs are duplicated across type and will not add up to the total.

• Programs are unduplicated and will add to the total. ESL was included with ABE prior to 1993-94.

+ Data by program are not included for two colleges and will not add up to the total. The total, however, includes 9,436 students served by these two colleges.

OCCUPATIONAL EXTENSION

One of the major missions of the Community College System is to provide opportunities for the citizens to prepare for new occupational opportunities or to upgrade their knowledge and skills in their current employment. These opportunities are provided through single courses or a series of courses specifically designed for an occupation.

These courses are designed for the specific purposes of training an individual for employment, upgrading the skills of persons presently employed, and retraining others for new employment in occupational fields. They are offered to people in all technical or vocational occupations and vary in length according to the complexity of the skill and the need of the employee or employer. Most occupational extension courses are developed and taught on request from a group or an employer. Courses are usually offered at a time and place convenient to the employee and/or employer.

YEAR	ENROLLMENT	FULL-TIME EQUIVALENT STUDENTS
1991-92	289,087	21,890
1992-93	287,719	18,903
1993-94	280,511	16,139
1994-95	287,794	16,418
1995-96	294,894	16,829

COMMUNITY SERVICE

Community service programs are designed to provide courses, seminars, and activities that (1) contribute to the community's overall cultural, civic, and intellectual growth; and (2) assist adults in the development of new skills or the upgrading of existing ones in their academic, avocational, and practical skills areas.

Academic Courses are designed to serve the academic needs of adult citizens. Courses include humanities, mathematics and science, and social science.

Avocational Courses are designed to focus on an individual's personal or leisure needs rather than occupational needs.

Practical Skills Courses are designed to provide practical training for people pursuing additional skills which are not considered their major or primary vocation, but may supplement income or may reasonably lead to employment.

Cultural and Civic Activities are provided by the colleges to meet community needs. These activities include lecture series, concert series, art shows, seminars, and exhibitions.

Each college must address community service programs in the institutional effectiveness plans which are submitted annually to the System Office.

HUMAN RESOURCES DEVELOPMENT PROGRAM

For 26 years, the Human Resources Development Program (HRD) has offered pre-employment training, counseling and assistance in placement in jobs or further training for unemployed and underemployed adults in North Carolina.

HRD training focuses on the development of basic workplace skills which are key to employment readiness. These skills include:

- Job readiness skills
- Interpersonal skills and group effectiveness
- Motivation and goal-setting skills
- Listening and oral communication skills
- Problem-solving skills
- Assessment of career and employment goals

Following the completion of HRD training, graduates of the program are helped in their search for a job or enrollment in additional training. All program graduates continue to receive career and educational counseling and further placement help as needed for twelve months after graduation.

Performance indicators for the program are positive:

- Since 1975, 130,410 students have enrolled in the program and enrollments in 1995–96 equaled 13,602.
- More than 36,000 program graduates have gained employment during the past 21 years, with 3,734 job placements during this past year.
- Between 1975 and 1995, 28,241 HRD graduates enrolled in vocational, technical or occupational extension courses after completing the program and in 1995–96, 3,648 graduates enrolled in these training courses.
- In addition, 7,888 graduates also enrolled in ABE, AHS, or GED training between 1975 and 1995, with 1,110 graduates enrolling in these courses in 1995.
- Between 1975 and 1995, HRD staff provided counseling and placement assistance to 98,395 graduates receiving follow-up services—6,102 of these in 1995–96.
- In the past 21 years, program graduates have increased their income by \$183 million and had a reduction in public assistance payments of \$23 million. Program graduates in 1995–96 had an increased income of \$13.1 million and reduced public assistance payments of over \$440,000.
- For 21 years, the program has consistently provided a return of over 200 percent on state investments in the program through the economic improvement of program graduates.

EDUCATIONAL NETWORK (NC-EDNET)

The System's EDucational NETwork (NC-EDNET) is an audio and video telecommunications network that provides a distance education capability to each of the 58 colleges. More importantly, NC-EDNET is a network of distance education professionals who understand that technology must be utilized to improve the teaching-learning process. It unites the community colleges into a partnership for the production, reception, and coordination of educational services delivered through telecommunications technology. The telecommunications unit acts as staff to NC-EDNET.

EDNET provides the following services to the North Carolina Community College System:

Leadership and staff support for statewide special projects—Leadership and staff support is provided for statewide projects, such as the recent project to gain FCC licenses for ITFS or wireless cable systems for community colleges. Forty-two colleges applied for licenses. Wireless cable systems will enable these colleges to transmit courses and other services into the homes of people in their service areas.

The centralized or "wholesale" purchase of programming and services—Under a consortium license arrangement with the Public Broadcasting System Adult Learning Services and in partnership with the individual colleges and UNC Television, 10,000 community college students took one or more college-credit telecourses during the academic year 1995-96. This results in a savings of 50-65% compared to what the cost would be if each community college purchased their license individually.

Assistance in developing two-way video networks for distance learning—Although the educational community will still be using satellite technology and public broadcasting into the next century, the next level in distance education is two-way interactive video based on fiber optic technology. As of January 1996, 19 community colleges and the System Office were connected to the North Carolina Information Highway (NCIH), with an additional three colleges expected to be connected by the end of this year.

The NCIH provides two-way, full motion video and high speed data service among the community colleges and the approximately 110 additional sites. Those additional sites include universities, public schools, hospitals, prisons, and state and local agencies.

The production of programming—A limited number of satellite teleconferences is produced for the purpose of upgrading the skills of faculty, staff, and administrators. The production work is done either by the staff and students of individual community colleges or the Agency for Public Telecommunications. The events are distributed via satellite to all 58 community colleges.

System Telecommunications Resources

- Satellite received capabilities at all 58 community colleges and the System Office.
- Twenty-four colleges and the System Office are on the North Carolina Information Highway.
- Thirteen dedicated community cable channels that go into more than 255,000 homes.
- Two high-power FM radio stations affiliated with National Public Radio and three low-power FM stations.
- Approximately 25 video/TV studios.
- Production capabilities ranging from broadcast quality at a few colleges to professional-level audiovisual capabilities at almost every college.
- Thirty-two community colleges have applications for licenses before the FCC for ITFS or wireless cable systems that will allow the delivery of classes and other services into the homes of our citizens.

Distance Education Systems

Distance education systems enable the total educational community to:

- Share instructional programs.
- Participate in interactive video teleconferences.
- Share expertise in order to improve productivity.
- Cooperate in the use of facilities and equipment.
- Realize savings through the bulk or wholesale purchase of licenses for programs and services.
- Courses via computer that are not time-bound or place-bound.

TRAINING FOR NEW AND EXPANDING INDUSTRIES

During 1996, North Carolina once again led the nation in the number of new and expanding businesses and was ranked in three separate surveys as having the nation's best business climate. Through customized training programs for new and expanding industry, North Carolina's community colleges have played a crucial role in these achievements, a fact noted during the year by both *The Wall Street Journal* and the Associated Press.

North Carolina pioneered customized training for new and expanding industry in 1958, and today the New and Expanding Industry Training (NEIT) Program is one of the state's most effective economic development resources, providing a source for North Carolinians to obtain the skills necessary to work in emerging industries. In addition to providing an incentive for companies to locate in North Carolina, the program offers a valuable resource to existing companies as over 50 percent of the NEIT projects in 1996 were with expanding North Carolina companies. During the last three years, the NEIT program has supported 558 training projects and trained 66,198 North Carolinians for new jobs in the state.

Eligibility for the New and Expanding Industry Training Program is open to any company that agrees to create 12 or more new production jobs in any community in the state. Specific expenditures are based on the needs and requirements of the company, and are typically in proportion to the number of jobs created and the level of capital investment. Funds available through the program can support direct company training costs including instructors' salaries and training program development, video and multi-media programs, travel costs, and other training related expenditures such as facilities, equipment, materials, and supplies. Through the New and Expanding Industry Program, the state's training specialists are available to visit with a company to study their job skill requirements, work schedules, and production processes, and working in partnership, assist the company to develop a state-supported training program suited specifically to the company's needs.

As it has for almost 40 years, the New and Expanding Industry Training (NEIT) Program continues to be a vital link between economic and workforce development, reaffirming the state's basic commitment to furnish the business community with meaningful services that will make North Carolina a good place to do business.

NEW & EXPANDING INDUSTRY TRAINING

YEAR	# OF PROJECTS	TOTAL EXPENDITURES	# OF TRAINEES	AVG. COST PER TRAINEE
1991-92	151	\$5,484,869.00	15,738	\$348.51
1992-93	160	\$6,185,847.00	16,640	\$371.75
1993-94	183	\$6,977,743.06	19,888	\$350.85
1994-95	192	\$7,028,590.45	18,805	\$373.77
1995-96	183	\$8,554,528.80	27,505	\$311.02

FOCUSED INDUSTRIAL TRAINING CENTERS

As the state's traditional industries update their operations to take advantage of rapidly evolving technology, many of them turn to the North Carolina Community College System for help in training their workers in the skills the new technologies demand. Since 1981 more than 100,000 workers, in over 10,000 companies, have participated in the Focused Industrial Training (FIT) program.

FIT furnishes dedicated resources to the colleges to assess and address training needs in industry. To the extent that it uses grant funds not subject to the enrollment constraints typical of regular FTE-generated funds, FIT enlarges the colleges' response capacity to offer customized, small enrollment classes in skills critical to a particular company.

This year, 36 colleges have been awarded an annual grant averaging \$91,000. The System Office also maintains a "balance-of-state" fund for colleges that do not have a designated FIT Center to access on a project-by-project basis. These programs, primarily directed toward veteran workers in critical occupations who need to renew their skills and technical knowledge, are planned jointly by the sponsoring college and the participating industry to assure training is focused on the reality of each job.

Each FIT center is operated by a director who works directly with industry personnel to assess training needs and develop training programs tailored to those needs. They conduct and analyze surveys within companies, develop and administer pre- and post-training tests to evaluate skills, determine skill and knowledge content of jobs and organize that content into a learning sequence, then jointly plan training that cannot be addressed through other existing occupational programs.

Through Focused Industrial Training, emphasis is placed on training employees involved in metalworking, industrial maintenance, production technologies and other manufacturing operations critical to a company's operations.

YEAR	# OF FIT CENTERS	# OF COMPANIES	TOTAL # OF TRAINEES	TOTAL # OF SKILLS CLASSES
1991-92	31	1,062	11,461	1,057
1992-93	31	977	14,129	1,073
1993-94	31	985	10,525	938
1994-95	36	752	9,453	932
1995-96	36	750	9,898	1,012

SMALL BUSINESS CENTERS

The North Carolina Community College Small Business Center Network (SBCN) consists of a Small Business Center at each of the state's 58 community colleges. These centers provide a wide variety of seminars and workshops, one-on-one counseling, a library of resources, and referrals to other sources of help to owners and operators of small businesses.

The mission of each SBC is to help the many small businesses within its service area survive, prosper, and contribute to the economic well-being of the community and the state. This service, supported exclusively with state funds, began with eight centers in 1984. Since then, it has grown gradually; the last five colleges joined the network in 1994. Today, each center receives an annual grant of approximately \$59,000.

Educational Opportunities—Seminars/workshops and courses on the how-to of business operations including business planning, management, finance, computers/software, communications, taxes, behavioral needs, and specialty (technical and targeted market) needs. Through seven regional centers, the Network also offers the Export Outreach Program, which is designed to walk North Carolina companies through the export process, step-by-step, with real life examples and current detailed information.

One-on-One Assistance—Consultations and referrals, including business planning; focus groups and roundtable discussion groups; and community-based networking and linkages.

Resource and Information Center—Printed and audiovisual materials; computer and software accessibility; computer network linkages—local, state, national and international; and teleconferencing capability.

SMALL BUSINESS ASSISTANCE

YEAR	# OF CENTERS	SEMINARS/WORKSHOPS	PARTICIPANTS
1991-92	53	2,254	45,981
1992-93	53	2,360	46,511
1993-94	53	2,281	38,582
1994-95	58	2,512	48,508
1995-96	58	2,316	42,905

YEAR	COUNSELING	REFERRALS	TOTAL ALL CLIENTS
1991-92	15,472	14,101	75,554
1992-93	12,922	7,447	66,880
1993-94	10,671	3,479	52,732
1994-95	15,863	4,647	69,018
1995-96	13,967	5,324	62,196

IN-PLANT TRAINING PROGRAM

The In-Plant Training Program enables the colleges to assist manufacturing, service, and/or governmental organizations with inservice training of their employees. This occupational extension training includes involvement in five areas: industry, business, health, government and agriculture. Training occurs in the facilities or at the site in which an organization normally operates and at the employee's assigned work station. This method of delivering skills training works very well for companies where it is not feasible to duplicate the training environment in an institutional setting.

Production industries continue to benefit most from in-plant training. On-the-job training continues to be utilized in all sectors for training of new hires and in the retraining of veteran workers. In 1993 the rules and procedures governing in-plant training were substantially changed.

YEAR	# OF ORGANIZATIONS SERVED	# OF TRAINEES
1991-92	205	9,575
1992-93	51	1,036
1993-94	27	920
1994-95	30	1,495
1995-96	37	1,780

JOB TRAINING PARTNERSHIP ACT

The Job Training Partnership Act is a federal law enacted in 1982 and amended in 1993. The purpose of the Act is to establish programs to prepare youth and adults facing serious barriers to employment for participation in the labor force. The job training and support services provided increase the chances of the eligible individuals obtaining employment and earning higher wages. Individuals who are considered economically disadvantaged, 16 or older, who have certain barriers to employment are usually eligible to participate in a JTPA program. Education and training services include basic skills training, pre-employment skills training, occupational skills training and employment exploration. These services help to decrease welfare dependency, thereby improving the quality of the workforce and enhancing the productivity and competitiveness.

The System Office receives a portion of the fund provided under the “State Education Coordination and Grants” section (Sec.123) (commonly referred to as 8 percent set aside funds) of the Act. These funds are used to promote coordination of workforce development programs between the System Office and other state agencies involved in employment and training activities. Assistance is provided to community colleges in planning and implementing programs supported by JTPA. In addition, the System Office receives program funds which are granted to selected colleges for implementation of appropriate workforce development programs or models. A “One-Stop Shop” model is currently being demonstrated at one college.

During 1996–97, the System Office has at its disposal \$84,484 to support the state-level coordination activities and \$506,903 to support local training/educational programs in the colleges.

Coordination Activities

The System Office staff assists in the coordination of employment and training programs on the local level by providing technical assistance to the community colleges as they work with the local JTPA service delivery areas (SDAs) and private industry councils (PICs) which are the local entities for the implementation of JTPA programs. On-site visits are conducted by the System Office staff, and regional and statewide workshops are held periodically to assist in the dissemination of information.

In an attempt to assure that coordination between the community colleges and other agencies involved in workforce development takes place as mandated by the Governor's Commission on Workforce Preparedness, the System Office via a request for proposal (RFP) process has historically required that the appropriate local SDA and its PIC review and concur with proposed programs prior to submission of proposals to the System Office.

Coordination on the state level consists mainly of service by staff members serving on numerous and various committees and bodies concerned with workforce development. These committees include the Interagency Coordinating Council, Performance Evaluation Committee, Welfare Reform Task Force, the Department of Human Services' Welfare Reform Advisory Committee, the Interagency Transportation Review Committee, One-Stop Steering Committee, and others.

Grants Program Activities

In 1996–97 the System Office issued a request for proposals to the colleges in the System soliciting proposals to operate JTPA programs utilizing the Education Coordination and Grants Fund Program. Thirty-six proposals were received, evaluated, and ranked. The State Board of Community Colleges has approved 24 separate projects in 24 colleges utilizing the \$506,903 available. These projects will serve approximately 825 participants.

In addition to providing the necessary technical assistance to the colleges in the operation of the funded programs, the System Office conducts on-going program monitoring. This monitoring is aimed at assuring that individuals enrolled in the programs are eligible to receive services and that proper records and documentation of activities are retained by the college.

**CARL D. PERKINS VOCATIONAL AND
APPLIED TECHNOLOGY EDUCATION ACT**

The purpose of the Carl D. Perkins Vocational and Applied Technology Education Act is to make the United States more competitive in the world economy by developing more fully the academic and occupational skill of all segments of the population. This purpose will principally be achieved through concentrating resources on improving educational programs leading to academic, occupational, training, and retraining skill competencies needed to work in a technologically advanced society.

The primary resources which are available for support of local federally assisted vocational education programs are provided under the Carl D. Perkins Vocational and Applied Technology Education Act. The North Carolina Community College System receives one-third of the state's approximately \$33,000,000 or approximately \$11,000,000.

Key elements in the Act:

The Act—

- Requires that the federal funds provided under the Act be allocated to local community colleges by a formula which requires the funds be distributed based upon the number of Pell Grant recipients in a local community college as a percentage of such recipients in the System; it also requires that no grant under this part be provided to any institution which would receive less than \$50,000 under this formula distribution. (This has had a negative impact on several community colleges in the North Carolina System.)
- Places major emphasis on the interpretation and mutual reinforcement of academic and vocational competencies with a special emphasis on technologies; integration of academic and applied learning; professional development; and a greater accountability in program evaluation.
- Eliminates many of the fiscal constraints such as matching and excess cost requirements.
- Maintains a strong emphasis on special population groups (the handicapped, educationally and economically disadvantaged, including individuals of limited English proficiency, individuals in programs designed to eliminate sex bias, and individuals in correctional institutions) while, at the same time, eliminating the categorical formula funding for the handicapped, disadvantaged and persons with limited English proficiency.
- Provides greater accountability by requiring the measurement of student achievement against a set of performance standards which were implemented as of September, 1992.

CORRECTIONAL EDUCATION

Correctional education includes classes offered by the North Carolina Community College System (CCS) to people in facilities operated by the Department of Correction (DOC), Department of Human Resources (Division of Youth Services) juvenile training schools, federal prisons and local jails.

In 1995–96, 32 community colleges offered curriculum-level instruction in North Carolina correctional facilities. In that same year, 45 community colleges provided continuing education offerings (including basic skills/literacy).

CORRECTIONAL EDUCATION ENROLLMENT

	1994–95	1995–96
Extension (Continuing Education):		
Headcount (Duplicated)	30,745	31,716
Hours	1,955,648	1,935,296
FTE	2,778	2,749
Curriculum:		
Headcount (Duplicated)	24,431	25,909
Hours	1,466,627	1,562,918
FTE	2,083	2,220
(Data from DCC Information Services reports CC517IMM.MP and CC507IMM.MP)		

On September 16, 1994, the State Board of Community Colleges adopted the following policy concerning the scope of the definition of prison and correctional programs: "It should be assumed that all policies and procedures relating to prison education apply to classes offered in any captive, prison-type setting, including but not restricted to Department of Correction correctional facilities, federal prisons, local jails and Department of Human Resources Youth Services facilities, unless specified otherwise."

Specific Agreements with the Department of Correction

In response to House Bill 50 (1987 General Assembly), the CCS and the DOC have developed a state correctional education plan to ensure that educational programs are available for inmates. A North Carolina Community College System/Department of Correction Interagency Committee plans and monitors correctional education programming in the state.

On October 22, 1992, a policy manual entitled *COOPERATIVE AGREEMENT BETWEEN THE NORTH CAROLINA DEPARTMENT OF COMMUNITY COLLEGES AND THE NORTH CAROLINA DEPARTMENT OF CORRECTION ON THE PROGRAMMING OF CORRECTIONAL EDUCATION* went into effect, covering such items as the course approval process, funding, data reporting and student transcripts.

In June 1993, in response to a special provision from the General Assembly, a statewide Prison Education Task Force was created to develop a plan for appropriate education in the state's correctional facilities. The resulting plan was approved on September 16, 1994, by the State Board of Community Colleges. The Community College System and the Department of Correction are currently implementing the plan, which emphasizes tailoring course offerings to the length of stay of inmates in education.

The September 16, 1994 plan includes the following definition of correctional education:

Correctional education provided through the CCS shall be for the purpose of providing appropriate basic skills, occupational continuing education, vocational, technical, and post-secondary academic education that enables inmates to obtain job skills to enhance and maintain their personal growth and development in order that they function effectively in prison and upon returning to the community. All courses and programs provided through the CCS shall be appropriate to these purposes and shall not be *designed* for population control, therapy, recreation, production processes of the enterprise operations of the correction facility, or other purposes which may be legitimate objectives of DOC program efforts.

PROPRIETARY SCHOOLS LICENSURE

Proprietary schools are for-profit businesses which provide education and training. They may be privately owned, a partnership or a corporation.

Under Article 8 of N.C.G.S. 115D, the State Board of Community Colleges is charged with the responsibility for licensing certain proprietary business, trade and correspondence schools in North Carolina. This responsibility was transferred from the State Board of Education by action of the General Assembly in 1987. This action was taken because the State Board of Community Colleges is often referred to as the "occupational board," and it and the system it governs possess the expertise to make informed decisions regarding business, trade, and correspondence school education.

The State Board of Community Colleges, along with six other state boards or agencies, is charged with regulating the proprietary school industry in North Carolina. Others include:

- Division of Motor Vehicles—Truck Driving Schools
- Division of Facility Services—Nurse Aide I Programs
- N.C. Board of Barber Examiners—Barber Schools
- N.C. Board of Cosmetic Art Examiners—Beauty Schools
- N.C. Board of Nursing—Nurse Aide II and Nursing Programs
- UNC Board of Governors—Degree-Granting Programs

The initial licensing process consists of four phases and may take from four to six months because of the investigations and reviews required. To be licensed, proprietary schools must pay an initial licensing fee of \$750, a renewal fee of \$500 each year thereafter and meet the general requirements for licensing including standards for program and course offerings, facilities, financial stability, personnel, and operating practices.

CURRENT STATUS OF LICENSED SCHOOLS

Licenses	35
Business Schools	19 (2 with degree-granting authority from UNC Board of Governors)
Correspondence Schools	1
Trade Schools	11
Technical Schools	4

FIRE AND RESCUE TRAINING SERVICES

The North Carolina Community College System provides training to almost 100,000 students who serve as both paid and volunteer fire fighters and members of rescue squads in the state. Training is provided in over 250 different subject areas. This training serves to improve the fire fighters' skills and education in areas such as basic firefighting and rescue to advanced management training. Service certification is provided in the areas of basic skills, public education, driver-operator, hazardous materials, arson investigation, rescue, and instructional techniques. Several programs are now offered in specialty areas such as advanced rescue techniques, incident command, leadership and management training.

Training is delivered in local fire departments and community colleges. Classes are conducted during the day, evenings and on weekends to meet varying student needs. Twenty-four regional training seminars are offered by various community colleges where classes are provided during a weekend for the accessibility of volunteer fire and rescue personnel.

All training is provided without fees to members of local fire departments.

FIRE TRAINING PROGRAM STATISTICS:**CLASS HOURS, STUDENTS, AND FTE**

YEAR	CLASS HOURS	STUDENTS	FTE
1991-92	64,552	106,856	1,823
1992-93	66,346	108,779	1,830
1993-94	64,705	107,109	1,781
1994-95	76,020	98,698	1,727
1995-96	82,134	101,848	1,752

THE NORTH CAROLINA CENTER FOR APPLIED TEXTILE TECHNOLOGY

The North Carolina Center for Applied Textile Technology (NCCATT) was established in 1943 as the first post-secondary technical institution in the state. In 1991, NCCATT became the 59th institution in the North Carolina Community College System.

The Center specializes in curriculum and extension instruction designed for the textile industry and is the only school of its kind in North Carolina. Located in Belmont, the NCCATT campus sits in the middle of the largest concentration of textile manufacturing plants in the world. Unlike its Community College counterparts, the Center's service area is not restricted to a surrounding county. The Center serves the entire state. Curriculum and continuing education students come from all over North Carolina, from other states and even foreign countries.

The Center provides opportunities for North Carolina citizens and others to enroll in educational training programs either for occupational preparation or skills upgrading specific to the textile and related industries. Seminars and short courses are also taken off campus to manufacturing sites or other community colleges. The Center provides these opportunities through cooperative arrangements with other institutions and agencies in the state through curriculum programs, training, continuing education, technical assistance and business support.

The Center's role in educating North Carolina's major industry is dynamic and ever-changing. Although 85 percent of the Center's instruction is in continuing education, the Center has created innovative ways to provide a valuable curriculum for students pursuing degrees or diplomas. This year, the Center launched an ambitious textile tech-prep program in Gaston County designed to prepare high school graduates for direct entrance to the industry or to prepare them for the associate in applied science degree in textile technology. This year's pilot program attracted 89 high school sophomores, juniors and seniors, who have received extensive hands-on training in the Center's yarn manufacturing and fabric formation laboratories. A portion of these tech-prep students also participated in an electrical tech-prep program taught on campus and at live site locations.

CURRICULUM

Textile Technology—A one-year series of courses leading to the diploma. This program is designed to train entry-level technicians.

Textile Management—A two-year program for individuals seeking first-line supervisory responsibilities. Courses lead to the associate in applied science degree.

ENROLLMENT

YEAR	CURRICULUM	CONTINUING EDUCATION	TOTALS
1991-92	380	1,954	2,334
1992-93	413	1,962	2,375
1993-94	355	3,152	3,546
1994-95	213	2,669	2,882
1995-96	135	1,971	2,106

Enrollment in the Center's continuing education program continues to grow. Developing and improving the program is a priority at NCCATT, as continuing education becomes vital in serving the community's educational and training demands.

FACULTY/STAFF

Faculty Members:	13	Administrative Staff and Support:	14
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<i>FINANCE/FACILITIES/EQUIPMENT</i>	<i>PAGE</i>
Overview of Community College Budget Process	48
Source of Funds	50
Disposition of Funds	51
Description of State Level Expenditures	52
Regular Program Cost by Purpose	53
Average Cost Per FTE by Institution	54
Facilities/Equipment	56
Off-Campus Facilities	57

OVERVIEW OF COMMUNITY COLLEGE BUDGET PROCESS

Community colleges are funded by the General Assembly based on the average number of full-time equivalent students (FTE) for the year which is converted to dollars by formula. The essential elements of this process are outlined below:

- One student who takes 16 hours of class work for one quarter (or 11 weeks) generates 176 hours. If this same student attends classes for one year (4 quarters), the student would generate 704 hours which is equivalent to one annual FTE.

$$1 \text{ Quarterly FTE} = 16 \text{ hours} \times 11 \text{ weeks} = 176 \text{ hours}$$

$$1 \text{ Annual FTE} = 176 \text{ hours} \times 4 \text{ quarters} = 704 \text{ hours}$$

In order for an institution to generate budget, approximately 21 FTEs must be generated before an instructional unit can be allocated. Each year the dollar amount for curriculum (credit) and extension (no-credit) changes depending on funds available.

- The actual dollar amount paid to each institution by the state for each FTE earned is determined by the amount of money appropriated by the General Assembly for this purpose. Therefore, it varies from year to year. It is also different for FTEs earned by students in curriculum (degree or certificate) programs and continuing education or extension programs. (If the Legislature fails to increase funding as enrollments increase, the institutions do not receive funds for the full number of FTE credits earned.)
- FTE funds are to be used for current operating expenses such as instructional salaries, supplies and travel, administration, clerical and fiscal support, counselors, librarians, financial aid, placement and other personnel performing services for students. An average of 90–92 percent of these funds are used for salaries.
- The majority of funds (90%) are allocated to the colleges based on applicable FTE formulas. Current operating funds are allotted based on FTE generated in the curriculum programs for the preceding academic year (fall, winter, spring). Continuing Education funds are based on FTE earned in the previous spring, summer, fall, and winter quarters. Continuing Education programs include Occupational Extension and Literacy Education. Funds for Community Service Programs are allotted as a block grant and can be used only for community service programs. These programs do not generate budget FTE.

- Funds allotted for educational equipment and library books are based on a weighted FTE formula. The previous calendar year's FTE (winter, spring, summer, fall) are used in determining the fund distribution.
- Funds set aside for the Human Resources Development Program are allotted by distributing one-third of the available funds for program maintenance, one-third for FTE earned, and one-third for performance earned back. These funds are restricted and cannot be used for other purposes.
- The other State Aid funds are distributed based on either project proposals or some modified FTE formulas. Funds set aside for categorical programming must be used for those purposes.
- FTE funds may *NOT* be used for utilities (including telephone) or plant maintenance. These costs must be paid from local sources.
- Some kinds of classes must be “self-supporting” if offered. That is, instructional costs of recreational courses must be paid from fees charged.

SOURCE OF FUNDS, YEAR ENDED JUNE 30, 1996

A. Current Operations & Capital Outlay

• Appropriations	<u>\$470,880,697.00</u>
• Receipts	
College Receipts	\$67,971,975.33
ABE Homeless	379,225.50
Adult Education Act	7,478,516.85
HRD Employment & Training	38,093.15
Cooperative Education	16,007.25
Science Education Partnership	26,447.18
Employees on Loan	5,074.22
Vocational Education Act	10,822,970.54
Transfer—Indirect Cost	78,570.73
Worker Training Trust Fund	1,841,123.03
Job Training Partnership Act	870,776.11
Transfer—Prior Year	10,177,487.00
Motorcycle Training	308,927.86
Registration Fees	118,798.03
Sale of Equipment	461.26
Center for Applied Textile Technology	98,032.96
Refunds	253.76
Transfer—Proprietary Schools	15,299.90
Total Receipts	<u>\$100,248,040.66</u>
<i>Total Current Operations & Capital Outlay</i>	<u>\$571,128,737.66</u>

B. Capital Improvements

• Balance July 1, 1995	\$203,281,008.43
• Appropriation	<u>23,900,000.00</u>
<i>Total Capital Improvements</i>	<u>\$227,181,008.43</u>

Total Appropriations and Receipts	<u><u>\$798,309,746.09</u></u>
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DISPOSITION OF FUNDS, YEAR ENDED JUNE 30, 1996

A. Payments to Colleges

Regular Programs	\$504,832,399.90
Equipment and Books	34,322,886.36
Vocational Education—Special Projects	631,953.23
Adult Literacy Education—Special Projects	1,342,482.14
JTPA Programs	621,123.08
State Board Reserve Projects	79,500.00
Special Allotments	1,055,887.57
Capital Improvement	<u>51,543,932.09</u>

Total Payments to Colleges \$594,430,164.37

B. State Level Expenditures*Direct Costs*

General Administration	\$2,357,878.09
Finance	4,375,270.97
Student Development Services	470,136.77
Program Services	2,867,717.04
Unallotted Expenses	12,653,286.84
Center for Applied Textile Technology	1,304,310.65
Equipment	<u>259,877.70</u>

Total State Level Direct Costs \$24,288,478.06

Indirect Costs

Adult Education—Homeless	1,474.01
Adult Basic Education	49,313.51
Vocational Education	49,818.36
JTPA	27,760.79
Cooperative Education	1,185.72
Science Education Partnership	<u>1,959.05</u>

Total State Level Indirect Costs \$131,511.44

Total State Level Expenditures \$24,419,989.50

C. Unexpended Balances

State—Current Operations & Capital Outlay	\$3,822,518.88
Capital Improvement	<u>175,637,073.34</u>

Total Unexpended Balances \$179,459,592.22

Total Expenditures and Balances \$798,309,746.09

DESCRIPTION OF STATE LEVEL EXPENDITURES (Year ended June 30, 1996)

- **General Administration**—The funds expended in this area include the President's office, Governmental Affairs, Board Affairs, Legal Affairs, Administration, Planning and Research, Program Audits, Personnel, Public Affairs, and Special Programs Administration.
- **Finance**—The funds expended in this area include Finance Administration, Auditing and Accounting, JTPA—Fiscal Administration, Departmental Services, Publications, Telecommunications, Facility and Property Services, Information Services, Institutional Services, and Library Services.
- **Student Development Services**—The funds expended in this area include Student Development Services, Enrollment Management, Student Progress, Student Support Services, and Student Access.
- **Program Services**—The funds expended in this area include Program Services Administration, Tech Prep, Special Programs, Program Development Services, Professional Development, Employee Readiness, JTPA—Technical Assistance, Vocational Education, Sex Equity, Business and Industry Services, Existing Industry, Small Business Services, Basic Skills, Adult Basic Education, Adult High School/GED, and Special Populations Training.
- **Unallotted Expenses**—The funds expended represent payments at the state level for the benefit of the colleges and include Workers' Compensation, Adult Basic Education—Evaluation, Unemployment Compensation, Liability Insurance, Diploma Nursing, GED Scoring, Focused Industrial Training—Textile School, Networking, New Industry, Systemwide Projects, Trustee Education, and current operating funds transferred into fiscal year 1996-97.
- **Equipment**—The funds expended represent payments at the state level for the benefit of the colleges and include new industry equipment, educational equipment, and freight and tax on books.
- **Indirect Costs**—Indirect costs are computed on direct current operating expenses allowable under the various federal grants. The funds received for indirect cost are reverted to the State.

NORTH CAROLINA COMMUNITY COLLEGE SYSTEM
STATEMENT OF STATE-WIDE COST BY PURPOSE—REGULAR PROGRAMS
YEAR ENDED JUNE 30, 1996

PURPOSE	DESCRIPTION	BUDGET	EXPENDITURES	BALANCE	PERCENT EXPENDED
10	General Administration				
	110 General Administration	\$31,655,640.00	\$31,416,601.55	\$239,038.45	99.24%
	<i>Total General Administration</i>	\$31,655,640.00	\$31,416,601.55	\$239,038.45	99.24%
20	Curriculum Instruction				
	210 College Transfer	\$45,327,228.00	\$45,074,039.95	\$253,188.05	99.44%
	220 Technical Education	146,712,255.00	146,012,718.70	699,536.30	99.52%
	230 Vocational Education	42,316,578.00	41,917,036.57	399,541.43	99.06%
	240 General Education	6,784,510.00	6,769,045.91	15,464.09	99.77%
	270 Tech/Prep	633,589.00	572,070.98	61,518.02	90.29%
	280 Curriculum Supervision	25,794,549.00	25,720,459.66	74,089.34	99.71%
	<i>Total Curriculum Instruction</i>	\$267,568,709.00	\$266,065,371.77	\$1,503,337.23	99.44%
30	Non-Curriculum Instruction				
	310 Occupational Extension	\$20,645,558.00	\$20,433,162.33	\$212,395.67	98.97%
	321 Adult Basic Education	20,145,185.00	19,638,519.45	506,665.55	97.48%
	322 Adult High School & GED	8,569,524.00	8,366,972.33	202,551.67	97.64%
	323 Compensatory Education	4,650,505.00	4,502,885.43	147,619.57	96.83%
	331 Community Service	1,878,982.00	1,842,808.85	36,173.15	98.07%
	340 Non-Curriculum Super.	24,395,023.00	24,257,185.12	137,837.88	99.43%
	350 Human Resource Devel.	5,441,286.00	5,346,866.64	94,419.36	98.26%
	360 New Industry Training	8,788,882.00	8,554,528.80	234,353.20	97.33%
	370 Small Business Training	3,304,988.00	3,231,607.20	73,380.80	97.78%
	390 CED Special Projects	940,178.00	903,013.74	37,164.26	96.05%
	<i>Total Non-Curriculum Inst.</i>	\$98,760,111.00	\$97,077,549.89	\$1,682,561.11	98.30%
40	Learning Resources				
	410 Library	\$16,234,888.00	\$16,145,372.04	\$89,515.96	99.45%
	420 Individual Instr. Ctr.	2,133,014.00	2,098,347.58	34,666.42	98.37%
	<i>Total Learning Resources</i>	\$18,367,902.00	\$18,243,719.62	\$124,182.38	99.32%
50	Student Services				
	510 Student Services	\$40,596,826.00	\$40,397,478.80	\$199,347.20	99.51%
	520 Single Parent/Displaced Hmks.	1,879,383.00	1,814,008.79	65,374.21	96.52%
	530 Child Care—State	1,915,954.00	1,855,907.12	60,046.88	96.87%
	<i>Total Student Services</i>	\$44,392,163.00	\$44,067,394.71	\$324,768.29	99.27%
60	Plant Operation & Maintenance				
	610 Operation	\$413,214.00	\$413,212.70	\$1.30	100.00%
	620 Plant Maintenance	99,634.00	99,633.27	0.73	100.00%
	<i>Total Plant Oper. & Maint.</i>	\$512,848.00	\$512,845.97	\$2.03	100.00%
70	General Institution				
	710 General Institution	\$46,865,275.00	\$46,463,300.82	\$401,974.18	99.14%
	730 Staff Development	1,001,217.00	985,615.57	15,601.43	98.44%
	<i>Total General Institution</i>	\$47,866,492.00	\$47,448,916.39	\$417,575.61	99.13%
TOTAL CURRENT EXPENSE		\$509,123,865.00	\$504,832,399.90	\$4,291,465.10	99.16%

NORTH CAROLINA COMMUNITY COLLEGE SYSTEM AVERAGE COST PER FTE ANALYSIS
CURRENT OPERATING/112 REPORT EXPENDITURES—YEAR ENDED JUNE 30, 1996

COLLEGE	GENERAL ADMINISTRATION	INSTRUCTION CURRICULUM (NOTE 1)	INSTRUCTION NON-CURRICULUM (NOTE 2)	LEARNING RESOURCES	STUDENT SERVICES	PLAN-OPER. & MAINT.	GENERAL INSTITUTION
Alamance CC	272.70	2,986.01	3,516.61	134.90	291.78	0.00	419.98
Anson CC	423.90	2,749.96	2,909.69	126.82	424.86	0.00	371.43
Asheville-Buncombe TCC	207.15	2,913.85	2,740.79	125.87	310.00	0.00	309.79
Beaufort County CC	316.37	3,236.01	2,282.66	120.31	375.46	0.00	382.96
Bladen CC	518.23	3,126.81	3,866.97	336.15	440.64	0.00	488.49
Blue Ridge CC	302.86	3,425.99	2,522.14	151.99	367.38	0.00	361.33
Brunswick CC	416.15	2,932.76	2,822.51	188.33	352.66	0.00	522.84
Caldwell CC & TI	227.66	2,852.37	3,083.70	168.87	323.22	0.00	448.96
Cape Fear CC	175.43	2,892.85	2,617.26	132.86	249.32	0.00	387.05
Carteret CC	468.58	3,136.53	3,146.26	330.01	365.78	0.00	201.35
Catawba Valley CC	159.91	3,017.83	3,009.70	126.73	302.83	0.00	396.83
Central Carolina CC	173.79	3,020.84	2,584.99	174.70	258.28	59.59	237.14
Central Piedmont CC	185.78	2,987.92	2,730.89	166.33	397.11	0.00	464.13
Cleveland CC	292.15	2,947.36	2,853.47	186.49	266.28	0.00	400.73
Coastal Carolina CC	203.12	2,676.46	2,552.72	121.71	320.44	0.00	366.09
College of The Albemarle	384.34	3,257.10	3,172.69	99.62	421.03	138.45	400.98
Craven CC	244.32	3,550.25	2,276.03	144.47	455.08	0.00	524.76
Davidson County CC	258.90	2,816.24	3,155.50	275.36	321.58	0.00	327.33
Durham TCC	228.26	3,113.82	3,463.13	83.72	385.68	0.00	590.87
Edgecombe CC	279.46	3,210.55	3,554.48	175.08	439.40	0.00	258.17
Fayetteville TCC	134.59	2,670.24	1,993.01	85.64	269.64	0.00	282.70
Forsyth TCC	161.29	3,060.68	2,258.30	99.55	319.81	0.00	308.10
Gaston College	190.41	3,145.32	3,348.11	145.92	279.09	0.00	429.56
Guilford TCC	195.36	3,000.40	2,778.50	90.34	383.77	0.00	269.56
Halifax CC	367.39	2,987.04	2,429.90	80.77	349.74	0.00	491.76
Haywood CC	307.25	3,853.66	2,862.07	167.99	358.39	0.00	607.05
Isothermal CC	350.63	3,452.43	4,094.42	226.24	324.39	0.00	340.39
James Sprunt CC	430.52	3,618.25	3,060.22	115.97	418.95	0.00	484.30
Johnston CC	165.73	3,017.82	2,594.26	133.02	305.21	0.00	260.84
Lenoir CC	167.84	3,133.29	2,699.39	132.08	385.75	0.00	401.35
Martin CC	443.19	3,341.02	3,081.58	174.21	394.23	0.00	531.64

All averages (except as noted) are based on four-quarter averages of all FTE earned with the exception of self-supporting FTE.

Note 1: Averages based on curriculum FTE only.

Note 2: Averages based on extension FTE only.

NORTH CAROLINA COMMUNITY COLLEGE SYSTEM AVERAGE COST PER FTE ANALYSIS
CURRENT OPERATING/112 REPORT EXPENDITURES—YEAR ENDED JUNE 30, 1996

COLLEGE	GENERAL ADMINISTRATION	INSTRUCTION CURRICULUM (NOTE 1)	INSTRUCTION NON-CURRICULUM NOTE 2)	LEARNING RESOURCES	STUDENT SERVICES	PLANT-OPER. & MAINT.	GENERAL EXPENDITURES
Mayland CC	578.95	3,193.12	2,619.27	262.23	387.81	0.00	625.11
McDowell TCC	400.49	2,629.72	4,096.67	107.66	445.89	0.00	491.95
Mitchell CC	370.24	2,844.82	3,651.28	199.73	416.80	0.00	319.14
Montgomery CC	775.35	2,987.24	3,121.84	134.50	438.90	0.00	721.47
Nash CC	304.34	3,077.34	2,413.05	80.47	360.08	0.00	423.91
Pamlico CC	1,139.68	5,195.07	3,977.36	489.34	843.66	0.00	1,320.94
Piedmont CC	353.14	3,294.85	3,298.71	168.76	360.32	0.00	542.34
Pitt CC	241.15	2,608.03	2,896.81	168.66	341.97	0.00	311.05
Randolph CC	399.39	3,065.09	2,833.08	177.69	298.05	0.00	320.46
Richmond CC	292.54	2,752.17	2,505.52	205.83	418.98	0.00	386.00
Roanoke Chowan CC	276.89	3,170.77	3,668.71	179.83	542.38	0.00	687.57
Robeson CC	264.00	2,619.23	2,296.63	178.90	319.20	0.00	360.84
Rockingham CC	341.20	3,014.51	2,813.56	181.74	411.41	0.00	393.26
Rowan-Cabarrus CC	173.45	2,926.63	3,440.51	123.09	314.96	0.00	407.56
Sampson CC	366.91	3,695.28	2,503.16	168.22	430.20	0.00	443.32
Sandhills CC	244.79	3,310.36	2,960.03	125.90	372.12	0.00	428.89
Southeastern CC	325.66	3,103.43	2,372.87	147.23	412.16	0.00	500.52
Southwestern CC	396.68	2,612.72	3,074.13	177.22	337.51	80.16	388.77
Stanly CC	295.29	2,814.33	3,358.72	166.90	521.06	0.00	309.51
Surry CC	195.82	3,003.27	2,944.98	124.36	297.91	0.00	270.79
Tri-County CC	474.91	3,129.30	3,425.27	320.02	527.48	0.00	762.66
Vance-Granville CC	246.55	2,736.98	3,594.17	96.76	367.92	0.00	651.92
Wake TCC	187.09	2,426.58	2,888.27	120.33	445.56	0.00	235.78
Wayne CC	184.51	3,134.40	2,260.80	235.76	345.88	0.00	254.84
Western Piedmont CC	395.85	2,809.25	2,156.44	174.51	287.55	0.00	237.28
Wilkes CC	296.16	3,282.24	2,651.78	132.08	362.54	0.00	393.55
Wilson TCC	306.54	3,379.52	2,017.52	108.26	318.52	0.00	319.30
Total	\$318.64	\$3,085.31	\$2,929.36	\$165.14	\$375.60	\$92.73	\$427.19

All averages (except as noted) are based on four-quarter averages of all FTE earned with the exception of self-supporting FTE.

Note 1: Averages based on curriculum FTE only.

Note 2: Averages based on extension FTE only.

FACILITIES/EQUIPMENT**FACILITIES**

Building Gross Square Footage 14.0 million

Number of Buildings 865

Building Value (Replacement) \$1,040 million

Campus Acreage 5,537 acres
(Does not include off-campus facilities)

Learning Resource Center Book Volumes 2.1 million

State Appropriations, Capital Improvement

1992-93 \$0.9 million

1993-94 \$226.1 million¹

1994-95 \$0.0 million

1995-96 23.9 million¹

1996-97 \$0.0 million

EQUIPMENT

State Equipment Inventory (Cost) \$182.8 million

State Appropriations

1992-93 \$13.8 million

1993-94 \$20.0 million

1994-95 \$24.6 million

1995-96 \$23.2 million

1996-97 \$23.8 million

¹Authorized from a \$250 million statewide bond referendum.

OFF-CAMPUS FACILITIES

The following list shows those community colleges which have State Board approved off-campus centers or an additional campus. Not included are the numerous facilities throughout the state which have been made available for community college use.

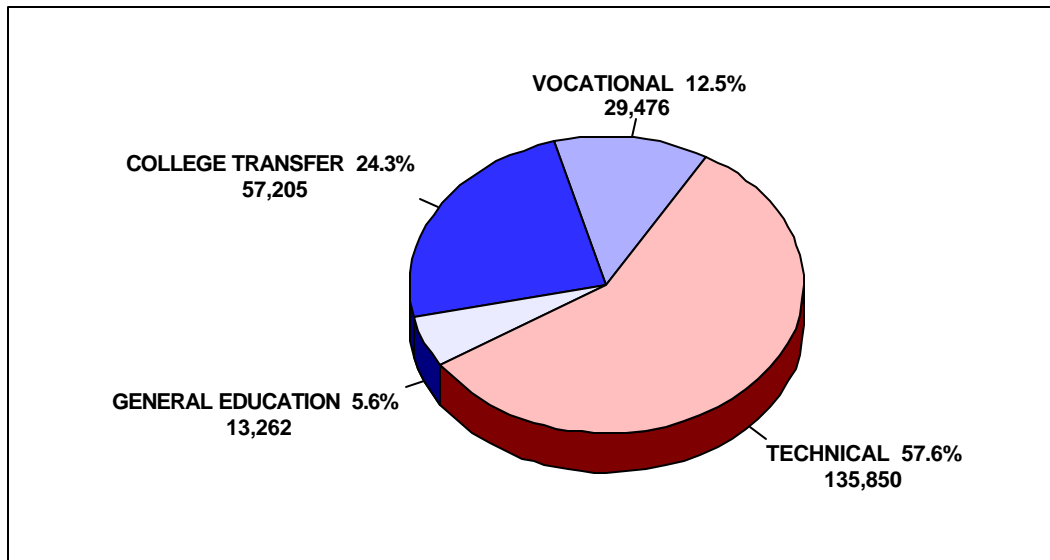
CAMPUS/CENTER	TOWN
Alamance CC	Graham
Glenhope School	Burlington
Anson CC	Polkton
Ansonville Center	Ansonville
Union County Center	Monroe
Asheville-Buncombe TCC	Asheville
Madison County Center	Marshall
Blue Ridge CC	Flat Rock
Transylvania County Center	Pisgah Forest
Brunswick CC	Supply
Leland Center	Leland
Southport Center	Southport
Caldwell CC & TI	Hudson
Watauga County Campus	Boone
Watauga County Business Center	Boone
Cape Fear CC	Wilmington
Hampstead Center	Hampstead
Pender County Center	Burgaw
Central Carolina CC	Sanford
Chatham County Campus	Pittsboro
Harnett County Campus	Lillington
School of Telecommunications	Sanford
Siler City Center	Siler City
Central Piedmont CC	Charlotte
North Campus	Huntersville
Northeast Campus	Charlotte
South Campus	Mathews
Southwest Campus	Charlotte
West Campus	Charlotte

CAMPUS/CENTER	TOWN
College of The Albemarle	Elizabeth City
Dare County Center	Manteo
Riverside Ext. Center	Elizabeth City
Craven CC	New Bern
Havelock/Cherry Point Center	Havelock
Davidson County CC	Lexington
Davie County Center	Mocksville
Durham TCC	Durham
Northern Durham Center	Durham
Edgecombe CC	Tarboro
Rocky Mount Center	Rocky Mount
Forsyth TCC	Winston-Salem
Carver Road Center	Winston-Salem
Kernersville Center	Kernersville
West Center	Winston-Salem
Gaston College	Dallas
Lincoln County Center	Lincolnton
Guilford TCC	Jamestown
Aviation Center	Greensboro
Greensboro Campus (Washington St.)	Greensboro
High Point Center	High Point
Haywood CC	Clyde
Continuing Education Center	Clyde
HRD Center	Clyde
High Tech Center	Waynesville
Isothermal CC	Spindale
Polk County Center	Columbus
Lenoir CC	Kinston
Greene County Center	Snow Hill
Jones County Center	Trenton
Aviation Center	Kinston
Martin CC	Williamston
Bertie County Center	Windsor
McDowell TCC	Marion
Marion Center	Marion
Mitchell CC	Statesville
Mooresville Center	Mooresville
Piedmont CC	Roxboro
Caswell County Center	Yanceyville

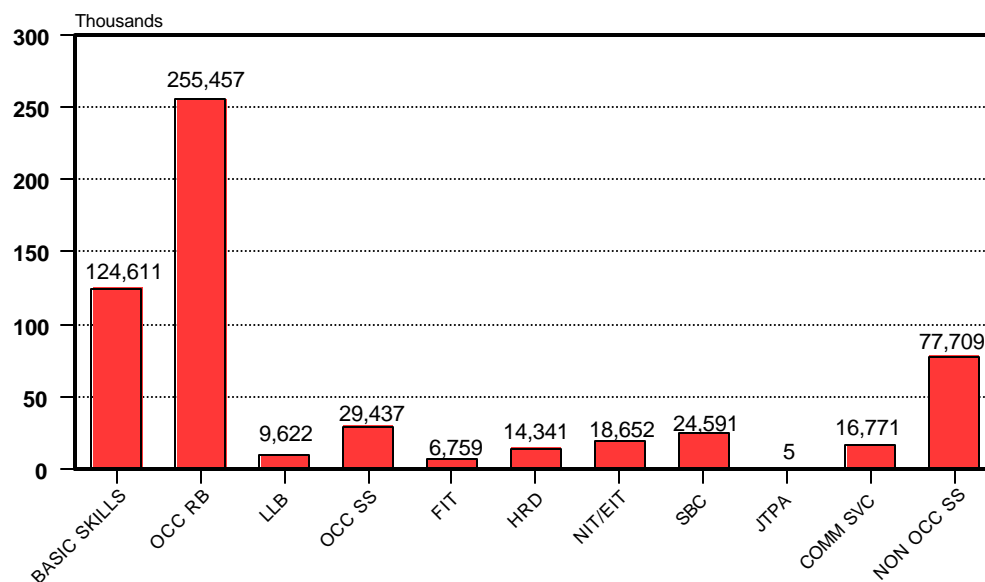
CAMPUS/CENTER	TOWN
Randolph CC	Asheboro
Archdale Center	Archdale
Richmond CC	Hamlet
Continuing Education Center	Rockingham
James Nursing Bldg.	Hamlet
Scotland County Center	Laurinburg
Robeson CC	Lumberton
Emergency Training Center	Lumberton
Rowan-Cabarrus CC	Salisbury
Cabarrus County Campus	Concord
Sampson CC	Clinton
Courthouse Annex	Clinton
Sandhills CC	Pinehurst
Hoke County Center	Raeford
Southeastern CC	Whiteville
Business/Industry Training Center	Whiteville
Southwestern CC	Sylva
Macon County Center	Franklin
Swain County Center	Bryson City
Tri-County CC	Murphy
Graham County Center	Robbinsville
Vance-Granville CC	Henderson
Franklin County Center	Louisburg
Granville County Center	Creedmoor
Warren County Center	Warrenton
Wake TCC	Raleigh
Northeast Campus	Raleigh
Allied Health Center	Raleigh
Adult Education Center	Raleigh
Wayne CC	Goldsboro
Aviation Center	Goldsboro
Wilkes CC	Wilkesboro
Ashe County Center	Jefferson

<i>STUDENT DATA</i>	<i>PAGE</i>
Curriculum Enrollment by Program Area	62
Extension Enrollment by Program Area	62
Curriculum FTE by Program Area	63
Extension FTE by Program Area	63
Enrollment by Age Groups	64
Enrollment by Employment Status	64
Enrollment by Race	65
Enrollment by Sex.....	65
Enrollment by Residency Status	66
Enrollment by Day/Evening.....	66
Curriculum Enrollment by Credit Hours	67
Student Completions by Program	68
Student Enrollment by College (Unduplicated Headcount).....	72
Average Annual FTE by College	74
Average Annual FTE by Program Area and Total, 1991–92 through 1995–96	76
Average Annual Unduplicated Headcount by Program Area and Total, 1991–92 through 1995–96	77
Annual Curriculum and Extension Enrollment by Race, Sex, Day or Night, Employment Status and Residency, 1991–92 through 1995–96	78
Annual Curriculum Enrollment by Credit Hour Load, 1991–92 through 1995–96	78

CURRICULUM ENROLLMENT BY PROGRAM AREA
1995-96 Unduplicated Headcount

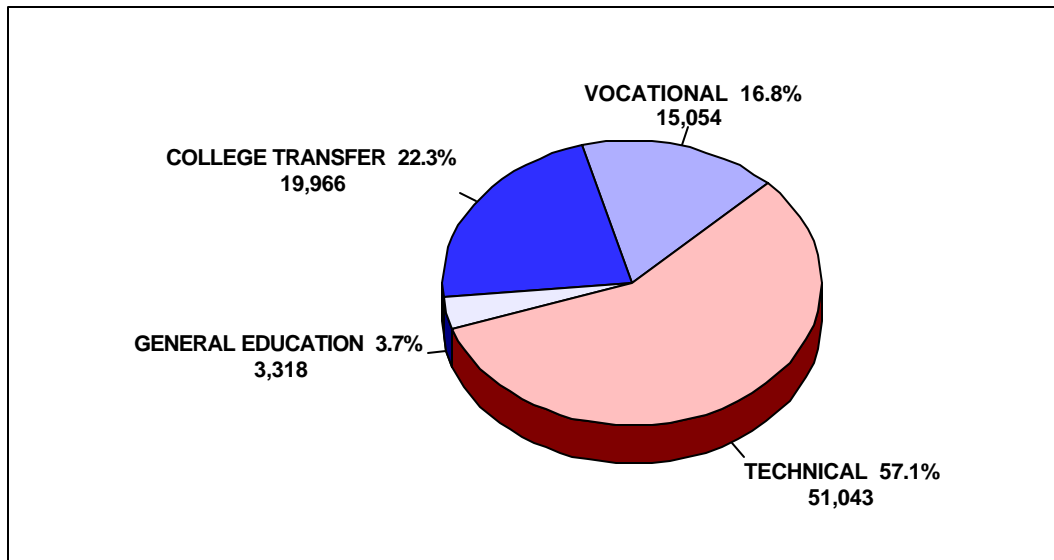


EXTENSION ENROLLMENT BY PROGRAM AREA
1995-96 Unduplicated Headcount

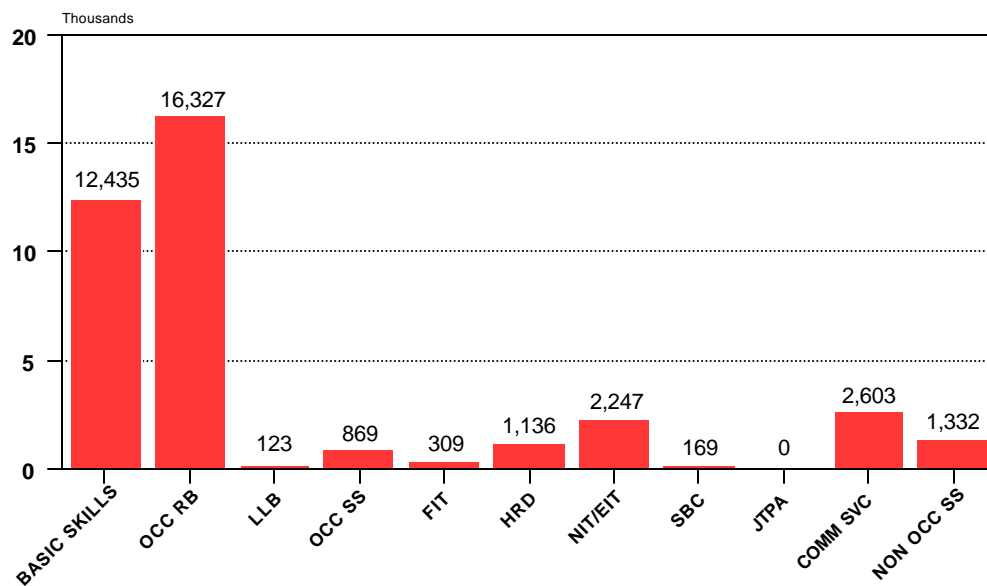


Source: North Carolina Community College System, Information Services.

**AVERAGE ANNUAL CURRICULUM FTE BY AREA
1995-96**

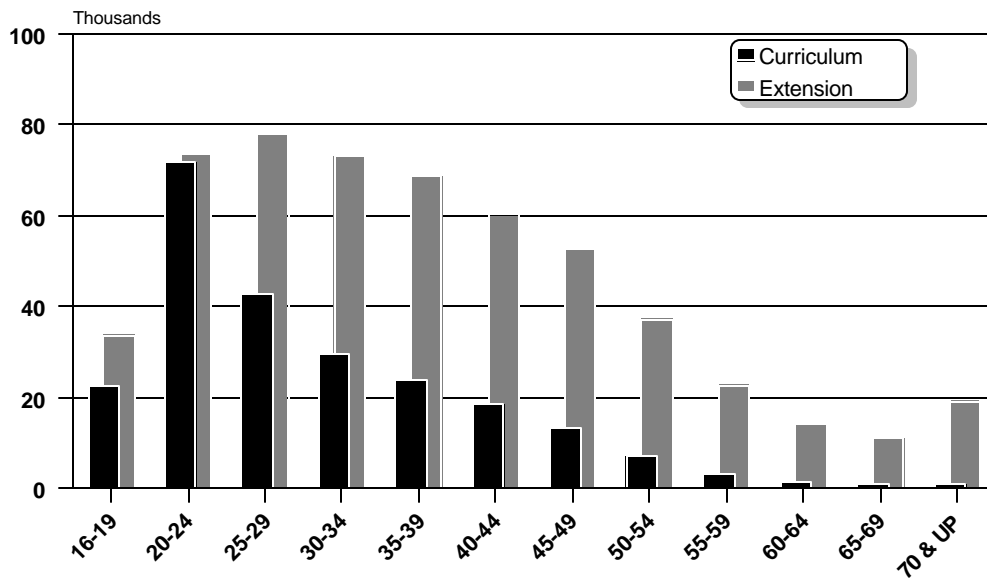


**AVERAGE ANNUAL EXTENSION FTE BY AREA
1995-96**

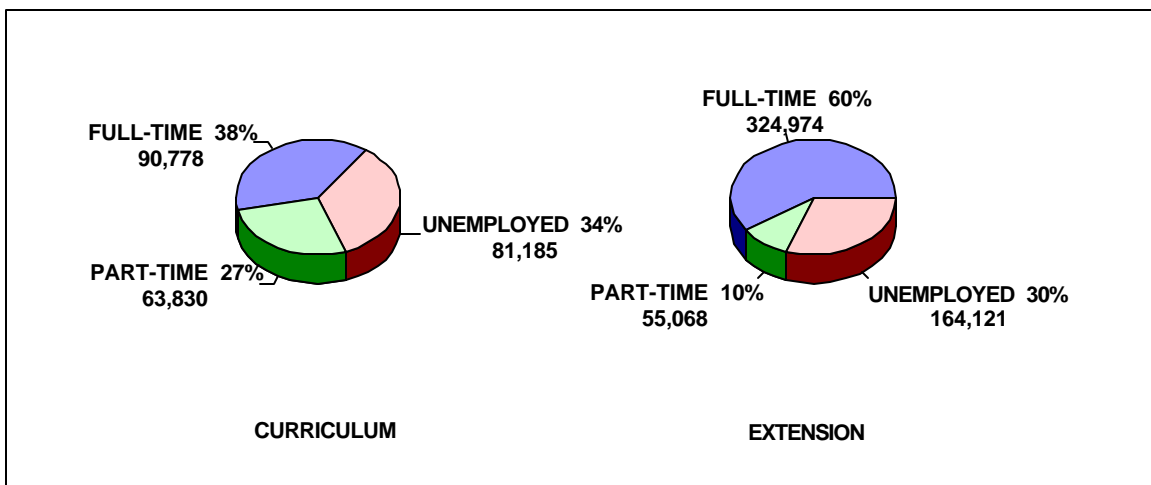


Source: North Carolina Community College System, Information Services.

ENROLLMENT BY AGE GROUPS
1995-96

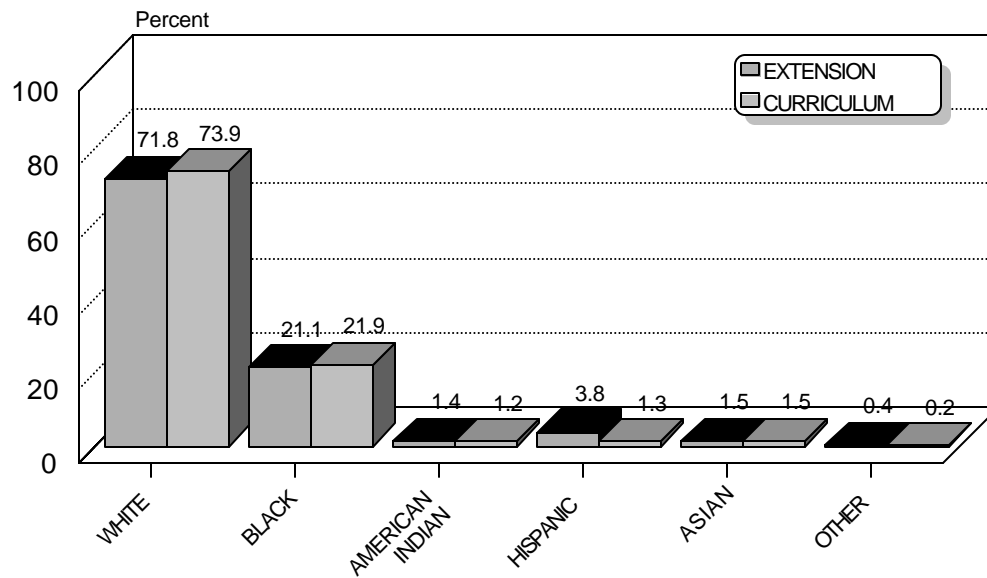


ANNUAL ENROLLMENT BY EMPLOYMENT STATUS
1995-96

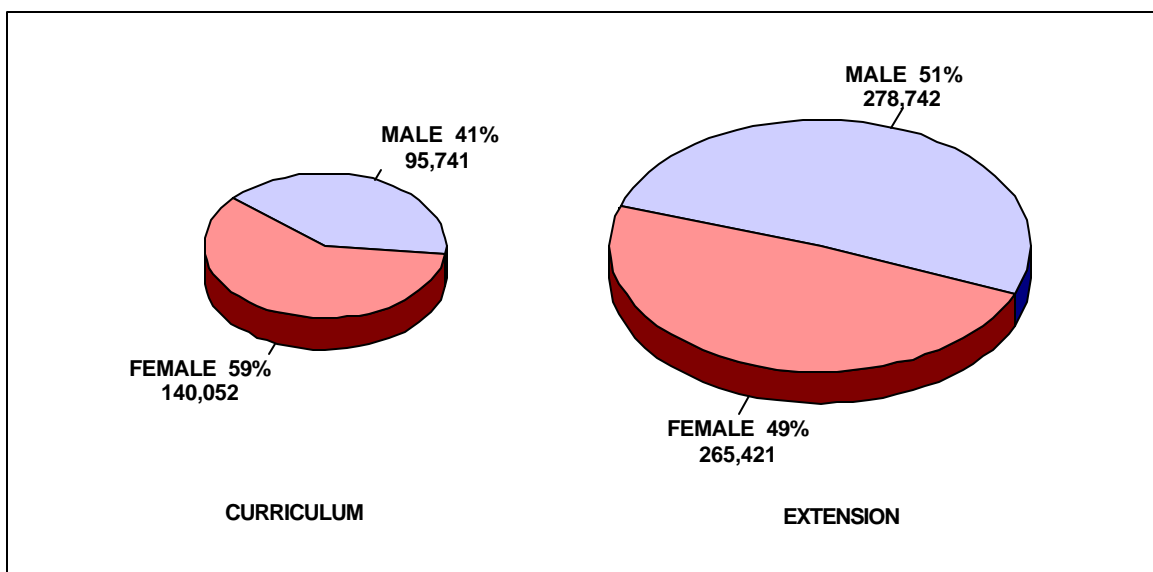


Source: North Carolina Community College System, Information Services.

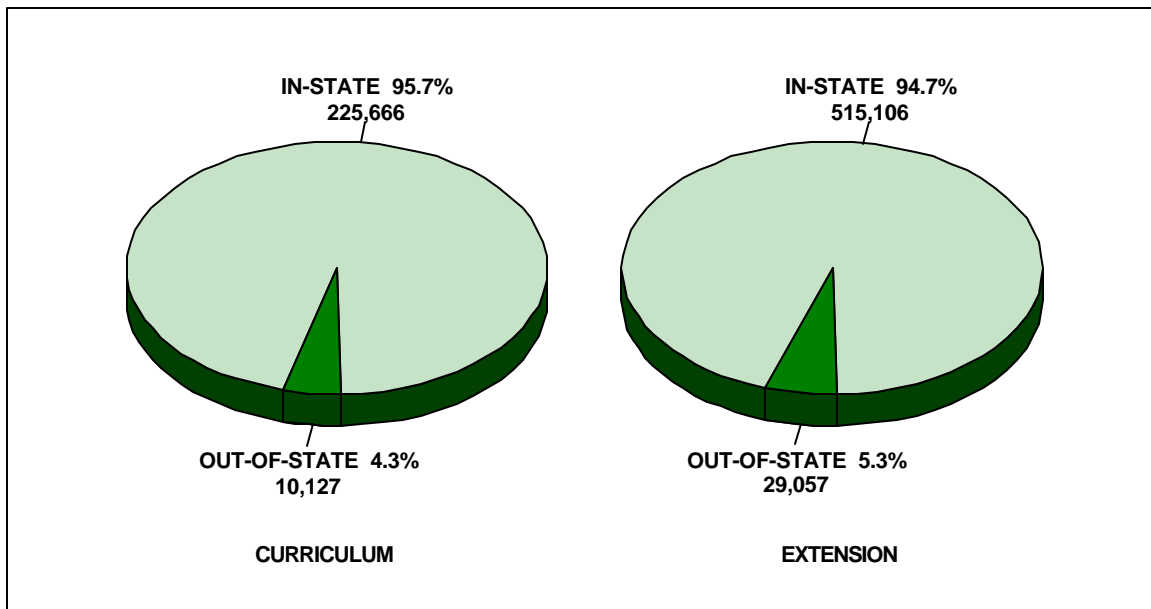
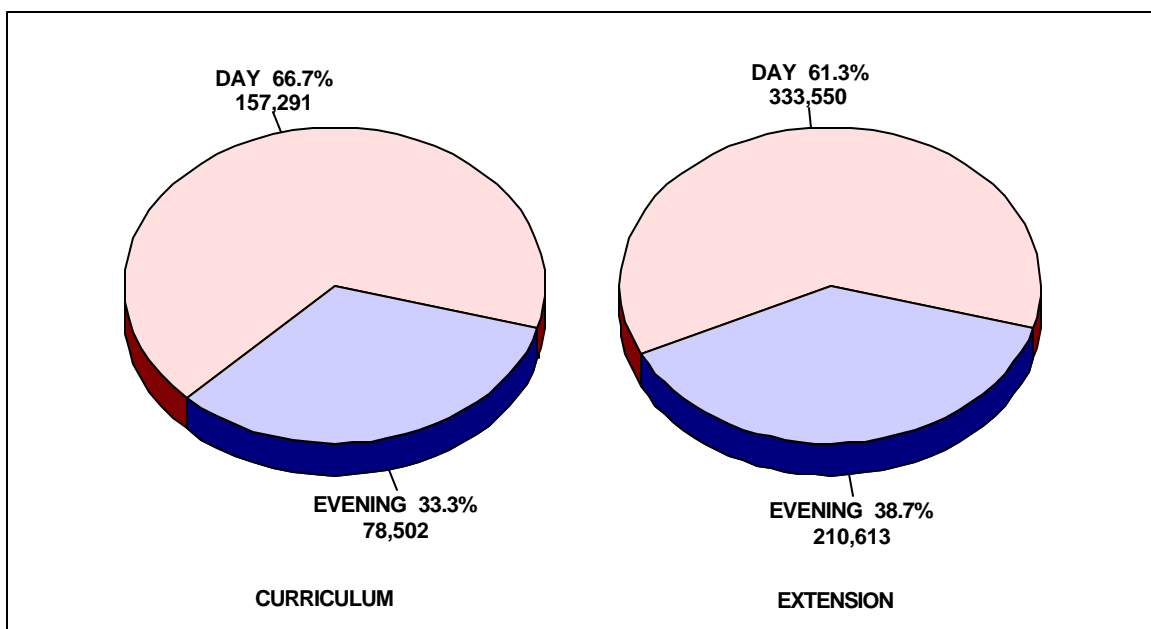
ENROLLMENT BY RACE
1995-96



ENROLLMENT BY SEX
1995-96

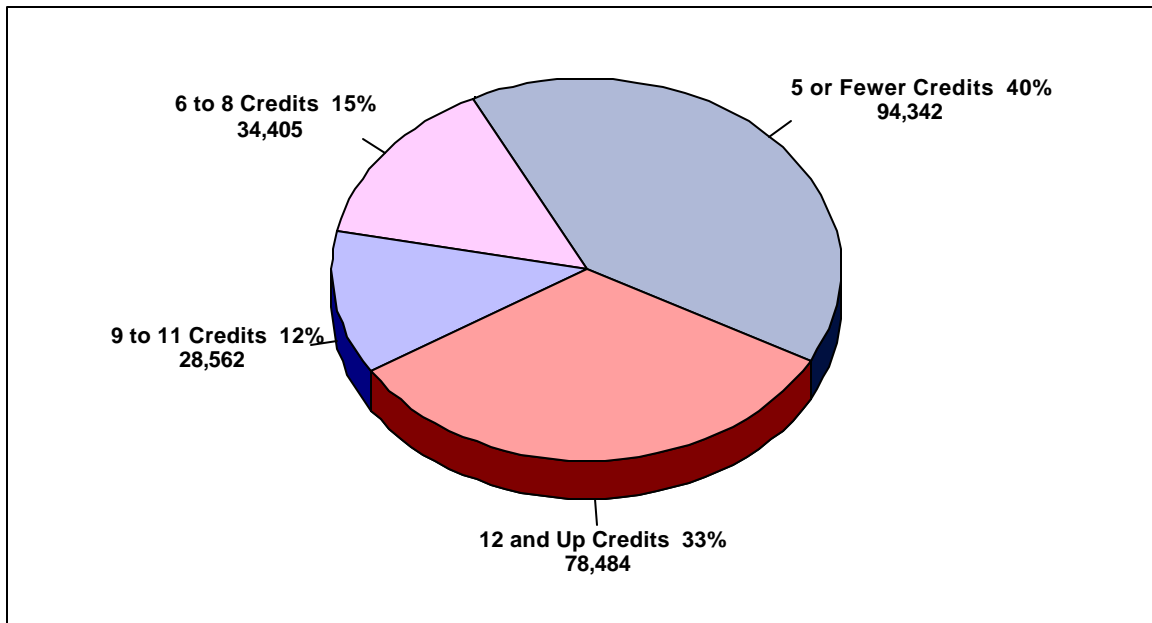


Source: North Carolina Community College System, Information Services.

**ENROLLMENT BY RESIDENCY STATUS
1995-96****ENROLLMENT BY DAY/EVENING STATUS
1995-96**

Source: North Carolina Community College System, Information Services.

**CURRICULUM ENROLLMENT BY CREDIT HOURS
1995-96**



Source: North Carolina Community College System, Information Services.

STUDENT COMPLETIONS BY PROGRAM—1995–96

CODE	CURRICULUM	TOTAL	CODE	CURRICULUM	TOTAL
V024	A/C, HEATING & REFRIGERATION	402	T102	CORRECTIONAL SERVICES	28
T036	A/C HEATING, REFRIGERATION TECH	41	V009	COSMETOLOGY	613
T016	ACCOUNTING	667	T028	COURT REPORTING	3
T030	ADMINIS OFFICE TECH	494	T129	CRIM JUSTICE—PROTECT SERV TECH	565
V134	ADVANCED MACHINIST	4	T071	CULINARY TECHNOLOGY	24
T001	AGRICULTURAL BUS TECH	9	T198	CUSTOMER SERVICE TECH	6
T126	AGRICULTURAL SCIENCE	1	V129	DATA ENTRY OPERATIONS	60
T215	AIR CONDITION SERV TECH	2	V011	DENTAL ASSISTING	266
T193	ANIMAL CARE & MGMT TECH	8	T054	DENTAL HYGIENE	116
T238	AQUACULTURE TECH	2	T055	DENTAL LABORATORY TECH	24
T041	ARCHITECTURAL TECH	104	T222	DESKTOP PUBLISHING (TECH SPEC)	3
T059	ASSOC. DEGREE NURSING	1,481	T168	DEVELOPMENT DISABILITIES TECH	3
C050	ASSOCIATE IN SCIENCE	118	T003	DIESEL & EQUIPMENT TECH	3
V001	AUTO BODY REPAIR	108	V147	DIESEL TRANS/EQUIP SYS	13
V003	AUTO MECHANICS	221	V013	DIESEL VEHICLE MAINT	45
T173	AUTOMATION/ROBOTICS TECH	14	V113	DIGITAL ELECTRON REPAIR	25
V171	AUTOMOTIVE RESTORATION	2	V015	DRAFTING—BUILDING	13
T156	AUTOMOTIVE SERVICE TECH	51	V017	DRAFTING—MECHANICAL	42
T176	AUTOMOTIVE TECHNOLOGY	79	T140	DRUG & ALCOHOL TECH	22
T082	AVIATION MAINT TECH	28	T073	EARLY CHILDHOOD ASSOC	463
T081	AVIATION MGT & CAREER PILOT TECH	17	T118	EDUCATION ASSOCIATE	10
T112	BANKING AND FINANCE	34	V018	ELECTRICAL INSTALLATION & MAINT	340
T189	BASIC LAW ENFORCE TRNG	1,196	T044	ELECTRICAL ENGI TECH	10
T158	BIOMEDICAL EQUIPMENT TECH	33	T203	ELECTRONEURODIAG TECHN (TECH SPEC)	9
T186	BIOTECHNOLOGY	9	T039	ELECTROMECHANICAL TECH	20
V115	BOATBUILDING	8	V042	ELECTRONIC SERVICING	65
T027	BUILDING CONSTR TECH	4	T045	ELECTRONICS ENGI TECH	363
T018	BUSINESS ADMINISTRATION	987	T244	ELECTRONICS TECH	1
T022	BUSINESS COMPUTER PROG	427	T139	EMERGENCY MEDICAL SCIENCE	106
V172	CABINETMAKING	11	T103	ENVIRONMENTAL SCIENCE TECH	31
T234	CARDIOVASC SONOGRAPHY (TECH SPEC)	8	T175	EQUINE TECHNOLOGY	18
T037	CHEMICAL TECHNOLOGY	8	V141	FACILITY SERV TECHN	16
V067	CHILD CARE WORKER	63	V020	FARM MACHINERY MECH	2
T038	CIVIL ENGINEERING TECH	75	T143	FASHION MERCHANDISE & MKT	18
T070	COMMERICAL ART & ADV DESIGN	150	T209	FIBER PRODUCTION CRAFTS	1
T068	COMMERCIAL GRAPHICS	25	T197	FINE & CREATIVE WOODWKG	11
T225	COMMERCIAL REFRIG TECH	2	T172	FIRE PROTECTION DIPLOMA	1
T181	COMPUTER ENGI APPLI TECH	7	T063	FIRE PROTECTION TECH	65
T040	COMPUTER ENGINEERING TECH	103	T014	FISH AND WLDLFE MGT TECH	31
V012	COMPUTER OPERATIONS	52	T012	FLORAL DESIGN & COMM HORT	3

CODE	CURRICULUM	TOTAL	CODE	CURRICULUM	TOTAL
T074	FOODSERVICE MANAGEMENT	79	T231	INDUSTRIAL CONSTR TECH	7
V053	FOODSERVICE SPECIALIST	52	V124	INDUSTRIAL ELECTRICITY	15
T007	FOREST MANAGEMENT TECH	50	V045	INDUSTRIAL ELECTRONICS	13
T057	FUNERAL SERVICE ED	78	T047	INDUSTRIAL ENGI TECH	12
T042	FURNITURE DESIGN & DEV	9	V033	INDUSTRIAL MECHANICS	49
V140	FURNITURE MACH OPERATION	27	T049	INDUSTRIAL MGMT TECH	125
T075	FURNITURE PRODUCTION	8	V148	INDUSTRIAL PLANT MAINT	23
C024	GENERAL CURRICULUM	156	T217	INDUSTRY SPECIALTY TECH	1
G020	GENERAL EDUCATION	391	T048	INSTRUMENTATION TECH	18
T114	GENERAL OCCUPATIONAL TECH	28	T128	INSURANCE	1
T033	GENERAL OFFICE	86	T077	INTERIOR DESIGN	59
T165	GENERAL OFFICE (TECH SPEC)	95	T207	INTERNATIONAL BUSINESS	3
T201	GENERAL TECH CURR CORE	276	T185	INTERPRETER TRAINING	11
V201	GEN VOC CURR CORE	34	T210	JEWELRY PRODUCTION CRAFTS	2
V145	GERIATRIC CARE ASSISTING	8	T167	JUVENILE JUSTICE	2
V111	GERIATRIC ASSISTANT	2	T219	LANDSCAPE ARCHITECTURE TECH	2
T144	GERIATRIC TECHNOLOGY	1	T184	LANDSCAPE GARDENING	20
V022	GRAPHIC ARTS—PRINTING	9	T200	LASER/ELECTRO—OPTICS TECH	13
T026	GRAPHIC ARTS—PRINT MGMT	4	T064	LAW ENFORCEMENT TECH	157
V144	GREENHOUSE & GROUNDS MAINT	19	V029	LIGHT CONSTRUCTION	47
V119	GUNSMITHING	14	V027	LUMBER SPECIALIST	13
T240	HEALTH INFORMATION CODER	5	V032	MACHINIST	382
V064	HEAVY EQUIPMENT OPERATOR	22	T121	MACHINING TECHNOLOGY	27
V026	HEAVY EQUIPMENT MECH	4	T205	MANUFACT SYSTEM TECH	5
T239	HELPDESK & TECH SUPPORT	1	T050	MANUFACTURING ENG TECH	28
V146	HOMEMAKER/HOME HEALTH AIDE	130	V034	MARINE & DIESEL MECHANIC	14
T122	HORT & FRUIT PROD	3	T085	MARINE TECHNOLOGY	23
V021	HORTICULTURE	7	T020	MARKETING & RETAILING TECH	84
T131	HORTICULTURE BUS TECH	5	V070	MASONRY	101
T009	HORTICULTURE TECH	68	T043	MECHANICAL DFT & DES TECH	105
V066	HOSPITAL WARD SECRETARY	31	T226	MECHANICAL DFT TECHNOLOGY	33
T025	HOTEL & RESTAURANT MGMT	26	T051	MECHANICAL ENGINEER TECH	82
T136	HUMAN SERVICES TECH	75	T058	MEDICAL ASSISTING TECH	294
T223	IMAGING TECH (TECH SPEC)	14	V031	MEDICAL ASSISTING	175
T212	IND ELECT/ELECTRO TECH	71	T110	MEDICAL LABORATORY TECH	114
V054	IND ELECT/MOTOR & CONTROLS	18	T032	MEDICAL OFFICE TECH	326
V028	IND MAINTENANCE MECH	90	T053	MEDICAL RECORD TECH	64
T119	IND MAINTENANCE TECH	46	T180	MEDICAL SONOGRAPHY	27
T153	IND SFTY SCRTY & HLTH MG	8	V127	MEDICAL TRANSCRIPTION	24
T196	INDUS PHARMACEUTICAL TECH	20	T056	MENTAL HEALTH ASSOCIATE	11
V170	INDUSPROD OPERATIONS	7	V143	METAL ENGRAVING	1

CODE	CURRICULUM	TOTAL	CODE	CURRICULUM	TOTAL
T192	MICROCOMPUTER SYST TECH	791	C006	PRE-DRAMA	8
V085	MOTORCYCLE MECHANICS	10	C035	PRE-EARLY CHILDHOOD ED	1
T237	NETWORKING TECH	3	C007	PRE-ENGINEERING	15
T104	NUCLEAR MEDICINE TECH	12	C008	PRE-FORESTRY	2
T116	NURSE ED OPT: ASSOC DEGREE W/ PRAC	591	C010	PRE -LAW	4
V072	NURSING ASSISTANT	604	C011	PRE-LIBERAL ARTS	1,639
T142	OCCUP THERAPY ASST	84	C012	PRE-MATHEMATICS	4
V108	OPTICAL LAB MECHANICS	9	C013	PRE-MEDICAL	2
T060	OPTICIANRY	16	C014	PRE-MINISTERIAL	1
V074	OUTBOARD MOTOR REPAIR	9	C015	PRE-MUSIC	10
V130	PACKAGING MACHINERY SERV	1	C023	PRE-NURSING	20
T120	PARALEGAL TECHNOLOGY	366	C016	PRE-OPTOMETRY	1
T008	PARKS & OUTDOOR REC RES	1	C017	PRE-PHARMACY	2
T218	PARKS/FORESTS/OUTD REC RANG TECH	1	C044	PRE-PSYCHOLOGY	22
T202	PERSONNEL MGMT TECH	23	C029	PRE-RECREATIONAL	3
T161	PHARMACY TECHNOLOGY	56	C018	PRE-SCIENCE	192
V168	PHLEBOTOMY	262	C019	PRE-SOCIAL WORK	15
T132	PHOTOFINISHING	7	C020	PRE-TEACHING—ELEM	74
T069	PHOTOGRAPHY TECH	33	C028	PRE-TEACHING—SEC	23
T062	PHYSICAL THERAPIST ASST	129	C021	PRE-VETERINARY MED	1
T236	PLASTICS MANUFACT TECH	4	C042	PRE-VISUAL ARTS	5
V037	PLUMBING & PIPEFITTING	75	T146	PUBLIC ADMINISTRATION	7
T141	POSTAL SERVICE TECH	9	T221	RADIATION THERAPY TECH	16
V023	POTTERY PRODUCTION	4	V043	RADIO & TV BROADCASTING	1
T010	POULTRY AND LIVESTOCK TECH	7	T179	RADIO/TV BROADCAST TECH	32
V155	PRACTICAL AIR CONDITIONING	68	T061	RADIOLOGIC TECH (RADPHY)	222
V156	PRACTICAL AUTO MECHANICS	21	T127	REAL ESTATE	9
V154	PRACTICAL ELECTR WIRING	87	T166	REAL ESTATE (TECH SPEC)	29
V158	PRACTICAL FOODSERVICE	114	T224	REAL ESTATE APPRAISAL	15
V173	PRACTICAL HORTICULTURE	51	T094	RECREATION ASSOCIATE	30
V151	PRACTICAL MASONRY	73	T011	RECREATIONAL GRND MGT TECH	38
V038	PRACTICAL NURSING	785	V007	RESIDENTIAL CARPENTRY	90
V149	PRACTICAL PLUMBING	66	T091	RESPIRATORY CARE TECH	214
V150	PRACTICAL WELDING	26	V132	RETAIL FLORICULTURE	14
C001	PRE-AGRICULTURE	1	V041	SAM FILER	9
C003	PRE-ART	25	V025	SAWYER	8
C004	PRE-BUSINESS—ADMIN	71	T235	SCIENTIFIC VIS COM GRAPHICS	5
C026	PRE-BUSINESS—ED	1	T031	SECRETARIAL—LEGAL	83
C040	PRE-COMPUTER SCIENCE	2	V077	SMALL ENG & EQUIP REPAIR	63
C037	PRE-CRIMINAL JUSTICE	6	T107	SOCIAL SERVICE ASSOC	149
C038	PRE-DANCE	2	T151	SPECIAL EDUCATION ASSOC	5

CODE	CURRICULUM	TOTAL	CODE	CURRICULUM	TOTAL
V071	SURGICAL TECH	119			
T125	SURVEYING TECHNOLOGY	37			
T216	SWINE MGMT TECHNOLOGY	9			
V061	TAXIDERMY	18			
V088	TEACHER ASSISTANT	24			
T088	TEACHER ASSOCIATE	42			
T065	TELEPHONY	11			
T083	THERAPEUTIC RECREATION	20			
V048	TOOL & DIE	39			
T034	TRAFFIC AND TRANS	1			
T182	TRAVEL AND TOURISM TECH	20			
V083	TRUCK DRIVER TRAINING	455			
V082	UPHOLSTERING	31			
V084	UPHOLSTERY CUT/SEW	26			
T004	VETERINARY MEDICAL TECH	38			
T220	WATER AND WASTE TECH	17			
V050	WELDING	372			
T160	WELDING TECHNOLOGY	4			
T211	WOOD PRODUCTION CRAFTS	2			
T015	WOOD PRODUCTS	4			
TOTAL		23,981			

Source: North Carolina Community College System, Information Services.

STUDENT ENROLLMENT BY COLLEGE ANNUAL 1995-96
NORTH CAROLINA COMMUNITY COLLEGE SYSTEM
(UNDUPLICATED HEADCOUNT)

CURRICULUM PROGRAMS :										EXTENSION PROGRAMS :												
																				</		

STUDENT ENROLLMENT BY COLLEGE ANNUAL 1995-96
NORTH CAROLINA COMMUNITY COLLEGE SYSTEM
(UNDUPLICATED HEADCOUNT)

COLLEGES	CURRICULUM PROGRAMS :					EXTENSION PROGRAMS :												NON OCC SS	EXTEN: SUB TOTAL	TOTAL
	COLL TRAN	GEN. EDUC	TECH- NICAL	VOCA- TIONAL	CURR. SUB- TOTAL	BASIC SKILLS	OCC RB	LEARN LAB	OCC SS	FIT	HRD	NIT EIT	SBC	JT PA	COMM SVC					
MARTIN CC	190	47	609	195	1041	982	2003	2	29	0	214	0	0	0	187	582	3651	4692		
MAYLAND CC	203	156	641	314	1314	1084	2308	0	81	0	256	0	224	0	90	668	4392	5706		
MCDONELL TCC	133	231	820	387	1571	1024	2291	0	0	82	289	0	30	0	111	421	4053	5624		
MITCHELL CC	762	0	1382	243	2387	1885	3731	0	103	168	102	140	299	0	258	616	6921	9308		
MONTGOMERY CC	60	32	544	331	967	488	1228	31	102	2	152	40	181	0	0	368	2430	3397		
NASH CC	643	0	2092	266	3001	1961	3770	39	260	95	209	44	442	0	231	810	7330	10331		
PAMLICO CC	8	69	199	6	282	270	590	229	25	0	85	0	119	0	107	224	1383	1665		
PIEDMONT CC	183	0	917	887	1987	1528	1332	0	640	248	271	492	153	0	127	126	4589	6576		
PITT CC	2343	0	4248	409	7000	1827	3275	0	1991	106	98	1350	420	0	27	951	9383	16383		
RANDOLPH CC	0	383	1386	161	1930	1752	5136	19	254	178	108	297	174	0	129	1414	9000	10930		
RICHMOND CC	425	0	978	409	1812	3167	2932	7	0	165	672	425	277	0	223	301	6969	8781		
ROANOKE-CHOWAN CC	185	42	901	247	1375	741	948	0	0	0	56	0	504	0	350	394	2626	4001		
ROBESON CC	210	6	1366	758	2340	1997	5028	0	309	531	187	247	634	0	372	701	9300	11640		
ROCKINGHAM CC	919	12	1409	469	2809	2302	3222	0	459	72	253	1321	315	0	333	1795	8597	11406		
ROMAN-CABARRUS CC	1040	0	3710	595	5345	2827	6997	0	403	278	401	1095	128	0	261	301	12118	17463		
SAMPSON CC	277	206	889	263	1635	936	2322	0	35	30	518	0	271	0	190	484	4275	5910		
SANDHILLS CC	1273	69	1853	313	3508	1760	6154	329	552	10	308	0	692	0	111	1538	10412	13920		
SOUTHEASTERN CC	1190	0	722	718	2630	1675	2759	0	0	6	359	194	0	0	546	952	5878	8508		
SOUTHWESTERN CC	105	580	1680	144	2509	1151	2815	0	385	0	159	53	172	0	221	753	5131	7640		
STANLY CC	190	0	2235	350	2775	1718	4009	0	335	59	77	272	533	0	0	419	7159	9934		
SURRY CC	1723	0	2763	475	4961	1796	3963	0	149	403	216	83	412	0	356	791	7616	12577		
TRI-COUNTY CC	571	0	700	189	1460	405	913	0	0	0	95	0	145	0	0	1089	2529	3989		
VANCE-GRANVILLE CC	792	0	2247	904	3943	2675	4566	0	133	509	206	816	335	0	44	714	9659	13602		
WAKE TCC	2248	396	8481	863	11988	6704	14564	3274	1080	146	202	3074	780	0	2245	2893	31948	43936		
WAYNE CC	1811	0	1820	316	3947	2584	4581	412	74	23	421	69	652	0	485	940	9299	13246		
WESTERN PIEDMONT CC	1030	18	2303	717	4068	3249	3288	243	715	78	445	123	354	0	311	2733	10546	14614		
WILKES CC	1051	0	2073	106	3230	1802	4026	0	907	482	221	826	350	0	0	529	8584	11814		
WILSON TCC	228	1	1564	455	2248	1759	4473	0	336	0	287	61	416	0	530	910	8021	10269		
TOTAL 1995-96	57205	13262	135850	29476	235793	124611	255457	9622	29437	6759	14341	18652	24591	5	16771	77709	544163	779956		
TOTAL 1994-95	54202	15981	140116	31093	241392	118966	259210	10987	24171	4330	10306	18296	22140	83	18376	68119	517153	758545		

* REPRESENTS UNDUPLICATED HEADCOUNT; WILL NOT NECESSARILY BE THE SUM OF EXTENSION PROGRAMS.

AVERAGE ANNUAL
FULL-TIME EQUIVALENT (FTE)
1995-96

CURRICULUM PROGRAMS :										EXTENSION PROGRAMS								
:																		
COLLEGES	CURR.:				EXTEN:				REG:								NON	
	COLL	GEN.	TECH-	VOCA-	SUB--	BASIC	OCC	SUB--	BUDGET:	LEARN	OCC	FIT	HRD	NIT	SBC	JTPA	COMM	NON
	TRAN	EDUC	NICAL	TIONAL	TOTAL:	SKILLS	RB	TOTAL:	TOTAL:	LAB	SS			EIT			SVC	SS
=====																		
ALAMANCE CC	0	213	1370	256	1839	218	203	421	2260	3	6	25	7	51	0	0	0	108
ANSON CC	31	37	496	198	762	158	97	255	1017	1	1	3	49	9	3	0	17	2
ASHEVILLE-BUNCOMBETCC	425	0	1671	262	2358	237	386	623	2981	0	4	2	40	8	3	0	36	49
BEAUFORT COUNTY CC	177	1	559	151	888	198	252	450	1338	1	5	0	16	3	1	0	50	39
BLADEN CC	0	157	163	234	554	53	51	104	658	0	0	0	14	1	1	0	19	4
BLUE RIDGE CC	233	0	406	295	934	115	315	430	1364	4	4	1	11	5	0	0	41	36
BRUNSWICK CC	165	13	212	181	571	155	136	291	862	0	1	0	9	2	5	0	49	17
CALDWELL CC & TI	475	0	968	300	1743	233	273	506	2249	1	0	4	29	0	2	0	26	17
CAPE FEAR CC	870	63	1111	242	2286	260	390	650	2936	21	14	13	28	6	0	0	68	19
CARTERET CC	234	0	558	152	944	129	139	268	1212	0	1	0	9	3	7	0	11	9
CATAMBA VALLEY CC	399	0	1427	250	2076	159	286	445	2521	0	25	21	24	126	3	0	46	29
CENTRAL CAROLINA CC	168	122	1314	526	2130	629	315	944	3074	0	17	9	23	58	0	0	37	23
CENTRAL PIEDMONT CC	2379	532	3509	581	7001	633	906	1539	8540	-1	194	14	36	255	11	0	3	151
CLEVELAND CC	205	77	407	335	1024	195	131	326	1350	0	4	1	9	22	3	0	70	5
COASTAL CAROLINA CC	1181	0	831	331	2343	212	555	767	3110	4	7	1	17	2	6	0	46	4
COLLEGE OF ALBEMARLE	368	37	538	170	1113	171	156	327	1440	0	1	0	17	0	0	0	2	19
CRAVEN CC	443	133	625	272	1473	106	285	391	1864	11	1	8	18	10	4	0	32	24
DAVIDSON COUNTY CC	330	0	913	269	1512	149	393	542	2054	0	20	8	37	4	4	0	27	29
DURHAM TCC	475	99	1455	156	2185	316	289	605	2790	8	37	1	3	2	0	0	35	69
EDGEcombe CC	98	0	878	268	1244	213	69	282	1526	0	1	0	6	43	1	0	36	4
FAYETTEVILLE TCC	563	670	2952	648	4833	590	2136	2726	7559	0	18	13	66	25	11	0	282	12
FORSYTH TCC	396	0	1954	302	2652	369	601	970	3622	0	30	14	4	51	7	0	140	99
GASTON COLLEGE	985	0	1241	276	2502	287	233	520	3022	0	63	2	54	34	2	0	19	11
GUILFORD TCC	865	509	2116	363	3853	355	696	1051	4904	0	23	43	20	49	2	0	115	51
HALIFAX CC	160	0	586	281	1027	170	185	355	1382	0	4	14	7	5	8	0	35	3
HAYWOOD CC	130	26	608	251	1015	64	106	170	1185	1	3	0	8	0	0	0	71	4
ISOTHERMAL CC	306	0	512	195	1013	136	108	244	1257	0	0	0	6	0	3	0	2	119
JAMES SPRUNT CC	119	10	371	229	729	137	96	233	962	2	0	0	14	1	3	0	41	7
JOHNSTON CC	326	0	794	1000	2120	277	190	467	2587	11	13	0	26	7	6	0	40	2
LENOIR CC	405	0	806	167	1378	322	262	584	1962	0	0	4	42	3	14	0	69	7

AVERAGE ANNUAL FTE BY PROGRAM AREA AND TOTAL
1991-92 THROUGH 1995-96

	1991-92	1992-93	1993-94	1994-95	1995-96
College Transfer	15,979	17,089	17,762	18,828	19,966
General Education	5,328	5,126	5,024	4,183	3,318
Technical	52,832	54,479	52,382	51,832	51,043
Vocational	18,174	17,899	16,473	15,380	15,054
Curriculum Sub-Total	92,313	94,593	91,641	90,223	89,381
Basic Skills	—	—	—	12,807	12,435
Adult Basic Education•	6,762	6,847	6,394	—	—
Adult High School•	3,956	4,012	3,751	—	—
Compensatory Education•	3,553	3,391	3,144	—	—
Occupational Regular Budget	—	—	—	15,726	16,327
Academic▪	1,123	966	673	—	—
Avocational▪	3,751	3,296	2,115	—	—
Occupational▪	21,890	18,903	16,139	—	—
Practical Skills▪	1,740	1,662	1,101	—	—
Extension Regular Budget Sub-Total	42,775	39,077	33,317	28,533	28,762
Regular Budget Total	135,088	133,670	124,958	118,756	118,143
Human Resource Development	1,030	1,120	1,055	1,048	1,136
Learning Lab	171	212	111	208	123
New and Expanding Industry	1,238	1,668	2,055	2,648	2,247
New Categories					
Community Service	—	—	—	2,965	2,603
Focused Industrial Training	—	—	—	226	309
Job Training Partnership Act	—	—	—	10	0
Non-Occupational Self Supporting	—	—	—	1,301	1,332
Self-Supporting and Recreational♦	986	1,259	1,698	—	—
Occupational Self Supporting	—	—	—	456	869
Small Business Centers	—	—	—	144	169
TOTAL	138,513	137,929	129,877	127,762	126,931
<p>Changes in 1994-95 totals:</p> <ul style="list-style-type: none"> • Programs were consolidated in the category of Basic Skills. ▪ Programs were consolidated in the category of Occupational Regular Budget. ♦ Self-Supporting and Rec. was changed to Non-Occupational Self-Supporting. 					
Source: North Carolina Community College System, Information Services.					

AVERAGE ANNUAL UNDUPLICATED HEADCOUNT BY PROGRAM AREA AND TOTAL
1991-92 THROUGH 1995-96

	1991-92	1992-93	1993-94	1994-95	1995-96
College Transfer	45,202	48,529	51,162	54,202	57,205
General Education	17,887	17,311	18,446	15,981	13,262
Technical	139,457	144,546	138,328	140,116	135,850
Vocational	33,462	33,328	32,543	31,093	29,476
Curriculum Sub-Total	236,008	243,714	240,479	241,392	235,793
Basic Skills	—	—	—	118,966	124,611
Adult Basic Education•	77,005	79,358	77,331	—	—
Adult High School•	49,202	48,439	44,246	—	—
Compensatory Education•	8,137	7,989	7,330	—	—
Occupational Regular Budget	—	—	—	259,210	255,457
Academic▪	28,348	24,030	21,027	—	—
Avocational▪	45,040	41,999	34,660	—	—
Occupational▪	289,087	287,719	280,511	—	—
Practical Skills▪	29,162	27,971	25,385	—	—
Human Resource Development	9,212	9,466	10,009	10,306	14,341
Learning Lab	10,715	11,673	10,161	10,987	9,622
New and Expanding Industry	9,076	14,316	13,331	18,296	18,652
New Categories					
Community Service	—	—	—	18,376	16,771
Focused Industrial Training	—	—	—	4,330	6,759
Job Training Partnership Act	—	—	—	83	5
Non-Occupational Self Supporting	—	—	—	68,119	77,709
Self-Supporting and Recreational♦	3,891	5,996	6,338	—	—
Occupational Self Supporting	—	—	—	24,171	29,437
Small Business Centers	—	—	—	22,140	24,591
Extension Sub-Total	516,469	516,823	499,334	517,153	544,163
TOTAL	752,477	760,537	739,813	758,545	779,956
<p>Changes in 1994-95 totals:</p> <ul style="list-style-type: none"> • Programs were consolidated in the category of Basic Skills. ▪ Programs were consolidated in the category of Occupational Regular Budget. ♦ Self-Supporting and Rec. was changed to Non-Occupational Self-Supporting. 					
<p>Source: North Carolina Community College System, Information Services.</p>					

ANNUAL CURRICULUM AND EXTENSION ENROLLMENT
BY RACE, SEX, DAY OR NIGHT, EMPLOYMENT STATUS, AND RESIDENCY
1991-92 THROUGH 1995-96

YEAR	WHITE	BLACK	OTHER	MALE	FEMALE	DAY	NIGHT	UNEMPLOYED	EMPLOYED PART-TIME	EMPLOYED FULL-TIME	NC RESIDENT	NON RESIDENT	TOTAL
<i>Curriculum</i>													
1991-92	184,816	44,333	6,859	98,021	137,987	144,944	91,064	81,523	61,625	92,860	228,572	7,436	236,008
1992-93	188,022	48,382	7,310	100,900	142,814	155,465	88,249	87,995	63,548	92,171	234,453	9,261	243,714
1993-94	182,319	49,616	8,544	99,469	141,010	153,564	86,915	87,397	62,493	90,589	231,448	9,031	240,479
1994-95	179,667	52,505	9,220	98,258	143,134	160,704	80,688	84,416	63,392	93,584	231,143	10,249	241,392
1995-96	174,179	51,637	9,977	95,741	140,052	157,291	78,502	81,185	63,830	90,778	225,666	10,127	235,793

Extension

1991-92	382,183	106,751	27,535	264,840	251,629	302,916	213,553	172,212	48,100	296,157	502,157	14,312	516,469
1992-93	378,975	109,699	28,149	263,212	253,611	305,068	211,755	172,627	50,423	293,773	503,490	13,333	516,823
1993-94	363,246	107,245	28,843	254,867	244,467	294,902	204,432	162,039	50,630	286,665	486,333	13,001	499,334
1994-95	376,395	109,623	31,135	264,703	252,450	313,750	203,403	156,605	51,077	309,471	490,213	26,940	517,153
1995-96	390,440	114,893	38,830	278,742	265,421	333,550	210,613	164,121	55,068	324,974	515,106	29,057	544,163

ANNUAL CURRICULUM ENROLLMENT BY CREDIT HOUR LOAD
1991-92 THROUGH 1995-96

YEAR	1/4 TIME		1/2 TIME		3/4 TIME		FULL-TIME		TOTAL NUMBER
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	
1991-92	98,715	41.8%	34,920	14.8%	25,662	10.9%	76,711	32.5%	236,008
1992-93	100,694	41.3%	35,547	14.6%	26,971	11.1%	80,502	33.0%	243,714
1993-94	99,167	41.2%	34,504	14.3%	27,270	11.3%	79,538	33.1%	240,479
1994-95	99,331	41.0%	34,325	14.0%	27,761	12.0%	79,975	33.0%	241,392
1995-96	94,342	40.0%	34,405	15.0%	28,562	12.0%	78,484	33.0%	235,793

Source: North Carolina Community College System, Information Services.

STAFF/FACULTY DATA**PAGE**

96–97 Full-Time System Totals by Position Category	80
96–97 Full-Time System Totals by Position Category by Race, by Sex	80
96–97 Full-Time System Totals by Position Category by Years of Service	81
96–97 Full-Time System Totals by Position Category by Education Level	82
96–97 Full-Time System Totals by Position Category by Months of Employment	82

NORTH CAROLINA COMMUNITY COLLEGE SYSTEM
1996-97 FULL-TIME SYSTEM TOTALS BY POSITION CATEGORY
(AS OF 10-1-96)

POSITION CATEGORY	NUMBER OF EMPLOYEES
Executive/Administrative/Managerial	617
Faculty	4,365
Professional (Non-Teaching)	1,693
Secretarial/Clerical	1,550
Technical/Paraprofessional	1,073
Skilled Crafts	36
Service/Maintenance	895
Total	10,229

NORTH CAROLINA COMMUNITY COLLEGE SYSTEM
1996-97 FULL-TIME SYSTEM TOTALS BY POSITION CATEGORY BY RACE, BY SEX
(AS OF 10-1-96)

POSITION CATEGORY	WHITE	BLACK	OTHER	TOTAL	MALE	FEMALE	TOTAL
Exec/Admin/Managerial	535	69	13	617	398	219	617
Faculty	3,897	382	86	4,365	2,121	2,244	4,365
Professional (Non-Teaching)	1,384	291	18	1,693	661	1,032	1,693
Secretarial/Clerical	1,217	301	32	1,550	29	1,521	1,550
Tech/Paraprofessionals	893	161	19	1,073	251	822	1,073
Skilled Crafts	33	3	0	36	33	3	36
Service/Maintenance	455	419	21	895	683	212	895
Totals	8,414	1,626	189	10,229	4,176	6,053	10,229

Source: North Carolina Community College System, Information Services.

NORTH CAROLINA COMMUNITY COLLEGE SYSTEM
1996-97 FULL-TIME SYSTEM TOTALS BY POSITION CATEGORY BY YEARS OF SERVICE
(AS OF 10-1-96)

POSITION CATEGORY	UNDER 6 YEARS	6-10 YEARS	11-15 YEARS	16-20 YEARS	21-25 YEARS	26 AND UP YEARS	TOTAL EMPL
Exec/Admin/Managerial	230	100	75	107	84	21	617
Faculty	2,407	674	520	426	281	57	4,365
Professional (Non-Teaching)	915	275	207	199	82	15	1,693
Secretarial/Clerical	922	258	181	127	52	10	1,550
Technical/Paraprofessional	574	176	160	109	44	10	1,073
Skilled Crafts	13	14	5	4	0	0	36
Service/Maintenance	655	126	75	32	5	2	895
Total	5,716	1,623	1,223	1,004	548	115	10,229

Source: North Carolina Community College System, Information Services.

NORTH CAROLINA COMMUNITY COLLEGE SYSTEM
1996-97 FULL-TIME SYSTEM TOTALS BY POSITION CATEGORY BY EDUCATION LEVEL
(AS OF 10-1-96)

POSITION CATEGORY	LESS THAN HIGH SCHOOL	HIGH SCHOOL OR EQUIV	1-YR COLL	VOC DIPL	2 YRS COLL	ASSOC DEGREE	3-4 YRS COLL	BACH DEGREE	MAST DEGREE	DOCT DEGREE	EDUC SPEC DEGREE	TOTAL EMPL
Exec/Admin/Managerial	0	2	1	4	3	4	3	93	323	164	20	617
Faculty	1	117	49	161	38	279	58	1,051	2,312	281	18	4,365
Professional (Non-Teaching)	4	59	41	24	17	116	18	616	734	59	5	1,693
Secretarial/Clerical	4	375	214	76	103	583	48	138	9	0	0	1,550
Technical/Paraprofessional	2	163	86	39	48	422	41	232	38	2	0	1,073
Skilled Crafts	3	17	7	3	0	3	2	1	0	0	0	36
Service/Maintenance	182	483	45	61	36	57	14	15	2	0	0	895
Total	196	1,216	443	368	245	1,464	184	2,146	3,418	506	43	10,229

NORTH CAROLINA COMMUNITY COLLEGE SYSTEM
1996-97 FULL-TIME SYSTEM TOTALS BY POSITION CATEGORY BY MONTHS OF EMPLOYMENT
(AS OF 10-1-96)

POSITION CATEGORY	1 MONTH	2 MONTHS	3 MONTHS	4 MONTHS	5 MONTHS	6 MONTHS	7 MONTHS	8 MONTHS	9 MONTHS	10 MONTHS	11 MONTHS	12 MONTHS	TOTAL EMPL
Exec/Admin/Managerial	0	0	0	0	1	0	0	0	0	1	0	615	617
Faculty	0	0	32	3	0	4	2	0	537	364	94	3,329	4,365
Professional (Non-Teaching)	0	1	2	2	0	0	0	0	2	15	10	1,661	1,693
Secretarial/Clerical	0	0	3	2	0	0	0	1	3	9	3	1,529	1,550
Technical/Paraprofessional	0	1	0	0	0	0	0	0	10	6	5	1,051	1,073
Skilled Crafts	0	0	0	0	0	0	0	0	0	0	0	36	36
Service/Maintenance	0	0	0	0	0	0	1	1	0	4	0	889	895
Total	0	2	37	7	1	4	3	2	552	399	112	9,110	10,229

Source: North Carolina Community College System, Information Services.

APPENDIX

Glossary	84
State Board of Community Colleges	88
Community College Presidents	90
Community College System Office	93

GLOSSARY

Academic Quarter—An eleven-week period during which credit classes are offered.

Academic Year—The period of the regular session, generally extending from September to early June, divided into three quarters.

Accreditation—A formal means of recognizing an institution for maintaining standards that qualify the graduates for admission to higher institutions or for professional practice. Accrediting agencies are responsible for establishing the standards and evaluating the schools' compliance with them (e.g. Southern Association of Colleges and Schools, American Dental Association, Engineering).

Accountability—The acceptance of personal responsibility for the achievement of predetermined measurable objectives.

Adult Basic Education (ABE)—A program of basic skills for adults, 16 years of age or older and out of school, who function at less than a high school level.

Adult Education—Programs offered by a community college or technical institute that provides opportunities for adults and out-of-school youth to further their education.

Affirmative Action—The planned, aggressive, coherent, management program to provide for equal employment opportunity. It is a results oriented program designed to achieve equal employment opportunity rather than simply a policy to assure nondiscrimination. As an ongoing management program it requires periodic evaluation.

Appropriation—The act by which the legislature provides the state dollars for the operation of an institution. Funds are appropriated to the State Board of Community Colleges to be distributed to the institutions.

Association of Community College Trustees (ACCT)—A nonprofit international association with headquarters in Washington, DC, that seeks to unify, promote, encourage, and develop two-year institutions through the expertise and insight of trustee leadership.

Association of Governing Boards of Universities and Colleges (AGB)—A nonprofit educational organization of governing, coordinating, and advisory boards of post-secondary education. AGB exists to help its members fulfill their roles and meet their responsibilities. Headquarters are in Washington, DC.

Base Budget—Appropriations made by the legislature to fund the current level of operation.

Biennium—A two-year period for which an agency builds a budget.

Capital Outlay—Capital outlay expenditures are those that result in the acquisition of fixed assets or additions to fixed assets (i.e. expenditures for land, buildings, or equipment).

Categorical Funds (restricted)—Funds from a federal, state, local, or private source that are restricted to expenditures in a particular category or program.

Certification—A voluntary form of recognition for knowledge and skill in a particular profession.

Clock Hour—One hour of instruction given one student. Class periods from 50–60 minutes may be counted as one clock hour depending on the type of instruction delivered.

Compensatory Education—A special state-funded educational program for mentally retarded adults (over 17 years of age).

Competency-Based Instruction—Instruction based on measurable student performance outcomes consistent with the skills and knowledge needed by entry-level employees in a particular field.

Cooperative Skills Training—A training program specifically designed to provide customized training for existing industry. This training can be provided on campus or at the industrial site.

Credit Hour—An instructional unit used for recognition of the amount of credit a student earns for a given course. Example: Quarter Credit Hour—A student who spends one hour per week in a class for eleven weeks earns one quarter hour credit.

Current Expense—Funds used for the general operation of the institution to include salaries, benefits, and other instructional costs.

Developmental Education—A program providing specialized credit courses for students who need to improve their basic skill in order to perform at the level required for admission to degree and diploma programs. Usually these courses are in reading, writing, and mathematics.

English as a Second Language (ESL)—A program of instruction to help adults with limited or no English language proficiency.

Expansion Budget—Additional funds from the legislature to increase the quantity or quality of services rendered.

Fiscal Year—The twelve-month period upon which the institution's budget is based, July 1–June 30.

Full-Time Equivalent (FTE)—One full-time equivalent (FTE) student represents 16 student membership hours per week for 11 weeks or 176 student membership hours for each quarter enrolled.

- **Average Annual FTE**—The average of the summer, fall, winter, and spring FTE or the average FTE developed over an entire school year.
- **Four-Quarter Average FTE**—The average of the FTE developed in any consecutive four-quarter period.
- **Budget Full-Time Equivalent (B/FTE)**—Used to prepare the operating budget and to provide for an equitable distribution of the operating funds allocated by the State Board to the institutions.
- **Equipment Full-Time Equivalent (E/FTE)**—Used to prepare the equipment budget and to provide for an equitable distribution of the equipment funds allocated by the State Board to the institutions.
- **Library Full-Time Equivalent (L/FTE)**—Used to prepare the library budget to provide for an equitable distribution of library funds allocated for the purchase of library books and audiovisual materials.
- **Credit Hour Full-Time Equivalent (H/FTE)**—Used in furnishing data to the North Carolina Commission on Higher Education Facilities and the University of North Carolina.
- **Construction Full-Time Equivalent (C/FTE)**—Used to determine priorities and institutional eligibility for federal and state construction funds for the institutions.

Full-Time Students—A student is considered full time if he/she carries 12 or more quarter hours of classes.

General Educational Development (GED)—A high school equivalency program enabling adults to take the General Education Development Tests to determine if they are at the 12th grade completion level of English, social studies, science, reading, and math. Individuals achieving the required scores on the GED are awarded the High School Equivalency Diploma. The program is open to individuals 18 years or older.

Human Resource Development (HRD)—A program for chronically unemployed adults with prevocational training and counseling.

Job Training Partnership Act (JTPA)—A federal program designed to provide job training and employment opportunities for economically disadvantaged, unemployed, or underemployed persons.

Non-Credit (Extension) Courses—Courses for professional training, upgrading or general interest.

Occupational Education—Any type of instruction or training (credit or non-credit) that prepares one to enter an occupation.

Other Costs—"Other Costs" is a term describing current instructional and operating instructional support costs excluding personnel and the associated fringe benefits. The term is used for supplies, travel, postage, etc.

Pell Grants—Needs-based federally funded grants.

Technical Programs (Associate Degree Programs)—A term generally used to describe associate degree programs in the North Carolina Community College System (sometimes referred to as two-year programs).

Unduplicated Headcount—The total number of students (both full-time and part-time) enrolled in all courses during a year. Each student is counted only once during the year regardless of the number of classes he takes or the number of quarters for which he registers.

Vocational Programs (Diploma Programs)—A term generally used to describe diploma programs in the North Carolina Community College System (sometimes referred to as one-year programs).

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